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# AN ANALYSIS OF STUDENTS' ABILITY IN SPEAKING ENGLISH AT SMP NEGERI 1 SIAK HULU IN KAMPAR REGENCY

## THESIS

Submitted to State Islamic University Sultan Syarif Kasim Riau in partial  
fulfillment of the requirements for the Degree of Master in  
English Education



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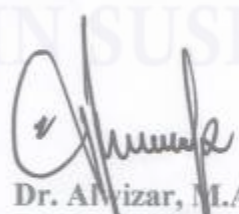
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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**In the Name of Allah the Most Gracious and the Most Merciful**

Praise belongs to Allah Almighty, the Lord of the universe. Regard and pray to our Prophet Muhammad, Peace be upon Him.

This thesis is written and intended to submit in partial requirements for a Master Degree in English Education at the Postgraduate Program, State Islamic University of Sultan Syarif Kasim Riau. The thesis entitled **“An Analysis of Students’ Ability in Speaking English at SMP Negeri 1 Siak Hulu in Kampar Regency”**.

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Finally, I realize that there may be weaknesses in this thesis; therefore, constructive critiques and suggestions are welcomed for the improvement of this thesis. May Allah

Almighty bless us all. Aamiin ...

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## ABSTRACT

**ALI IMRAN (2021) : An Analysis of Students' English Speaking Ability of SMP Negeri 1 Siak Hulu in Kampar Regency**

*This research aimed to analyse the students' speaking ability and to explore the factors that affected the students in speaking. To collect the data an interview was used to measure the students' speaking ability. To enrich the data gained from the interview, documentation technique was employed.*

*On the basis of the research finding, it be concluded that the students' speaking ability of Class Eight at SMPN 1 Siak Hulu was good although the speaking ability of some students was still low. Then, the internal factors that affected the students' speaking ability were motivation, self-confidence, anxiety, mother tongue, and shyness, whereas the external factors affecting the students' speaking ability were teacher's teaching strategies, teaching materials, speaking components such as vocabulary and pronunciation, difficulty and confusion in making English sentences and fear of making mistakes.*

**Keywords:** Analysis, Analysis, speaking ability.



## ABSTRAK

### ALI IMRAN (2021): Analisis Kemampuan Berbicara Bahasa Inggris Siswa SMP Negeri 1 Siak Hulu di Kabupaten Kampar

Penelitian ini bertujuan untuk menganalisis kemampuan berbicara siswa dan menggali faktor-faktor yang mempengaruhi kemampuan berbicara siswa. Dalam melakukan penelitian, peneliti menggunakan dokumentasi dan wawancara sebagai alat pengumpulan data. Untuk mengetahui kemampuan siswa, peneliti melakukan evaluasi latihan berbicara siswa di kelasnya. Kemudian untuk mengetahui faktor-faktor yang mempengaruhi siswa dalam berbicara, peneliti melakukan wawancara dengan siswa dan guru bahasa Inggris. Berdasarkan hasil penelitian, peneliti menyimpulkan bahwa kemampuan berbicara siswa di SMPN 1 Siak Hulu sudah baik walaupun masih ada siswa yang masih rendah dalam mempraktikkannya. Sedangkan faktor internal yang mempengaruhi siswa SMPN 1 Siak Hulu dalam berbicara adalah motivasi, kepercayaan diri, kecemasan, bahasa ibu, dan rasa malu. Sedangkan faktor eksternal adalah strategi guru, materi guru, komponen berbicara seperti kosakata, dan aspek pengucapan, kesulitan dan kebingungan dalam membuat kalimat bahasa Inggris, ketakutan terakhir membuat kesalahan.

**Kata Kunci:** Analisis, kemampuan berbicara.



## ملخص

آل عمران ( 2021 ) : تحليل تمكن التكلم باللغة الإنجليزية لدى طلاب المدرسة المتوسطة الحكومية 1 سيك هولو بمنطقة كمبار.

الهدف من هذا البحث هو تحليل تمكن التكلم لدى الطلاب ومعرفة العوامل التي تؤثرهم عند التكلم . أثناء البحث يستخدم الباحث التوثيق والحوارات عند جمع المعلومات . ولمعرفة قدرة الطلاب يقيم الباحث بعض الطلاب التمرين بنطق الإنجليزية في فصولهم . ثم لمعرفة العوامل التي تؤثر الطلاب عند النطق الإنجليزية قام الباحث بمقابلة الطلاب و مدؤس اللغة الإنجليزية . والنتيجة هذا البحث ، يستنبط الباحث أن الطلاب مدرسة المتوسطة الحكومية 1 سيك هولو قد تمكنوا في نطق الإنجليزية . ومن جانب الآخر توجد مجموعة صغيرة لم يتمكنوا التكلم بالإنجليزية . ومن العوامل الدخيلة التي تؤثر طلاب مدرسة المتوسطة الحكومية 1 سيك هولو عند نطق الإنجليزية هي : التجفيز والثقة بالنفس والقلق واللغة المحلية والحياء . وأما العوامل الخارجية هي : منهج تدريس المدرس ومادته وعناصر التكلم كالمفردات والصعوبة عند النطق وإنشاء التعبيرات الإنجليزية ثم الأخير الخوف عن الخطأ .

الكلمات الأساسية : التحليل ، التمكن للتكلم ، والعوامل التي تؤثر تمكن التكلم بالإنجليزية .

- a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
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## CHAPTER I INTRODUCTION

### 1.1 Background of the Study

It has been acknowledged that English is an international language being used for a number of purposes in Indonesia. In education, for example, English has been taught as a compulsory subject from junior secondary schools to university. As a subject, four language skills need to be mastered by students; they are listening, speaking, reading and writing. Of the four skills, speaking is the basic skill in language learning and seems to be the most important skill of all the four skills. Donald (2010) states that speaking ability seems to be the most important one of the four skills. One of English language skills that must be mastered by any foreign language learner is the ability to speak. Harmer (2001, p.269) has stated that speaking is the ability to process information and language. In addition, Brown (2001, p. 267) has defined that speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Then, Richard and Renandya (2002, p.204) have viewed that speaking in a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interaction.

The common question that arises from anybody who wants to know one's ability in foreign language is whether they can speak English or not. Many studies have indicated that oral language development has largely been neglected in the classroom, and most of the time, oral language in the classroom is used more by

teachers than by students. The students in majority got hindrances to interact and communicate in English among them. They might not understand what the teacher utters in English in teaching and learning process. Based on the 2013 curriculum for junior high school level in Indonesia, an English teacher should use English about 80% as a means of communication in teaching and learning process.

English as a foreign language is a complex process because of two reasons (Brown 1994 in Celce-Murcia, 2001 p. 103). Firstly, fluent speech contains reduced forms, such as, contraction, vowel reduction; so that learners who are not exposed to or who do not get sufficient practice with reduce speech will retain their formal sounding full forms. Secondly, spoken English is almost accomplished via interaction with at least toward one speaker. It means a lot of exposures and practice are needed to improve the speaking ability. Wendi (2008, p.3) states that the students' difficulties in speaking are caused by a number of factors. The students; difficulties could be caused by inside and outside factors. The inside factors can be lack of motivation, self-confidence, anxiety. Being shy to speak, being scared and afraid of making mistakes. Meanwhile, the outside factors is related to the teacher's performance how to motivate the students in teaching and learning process as well as other students who have capabilities to communicate in English and be able to give model to the other students.

However, oral language, even is used by the teacher, hardly ever functions as a means for students to gain knowledge and explore ideas. The major goal of all English language teaching should be to give learners the ability to use English effectively, accurately in communication. Speaking is one of the skills that are

important to be taught to Indonesian students in communication as one kind of language skills. Speaking can be said as a hard skill because the students should deliver their ideas orally. Speaking is an interactive process of making meaning that includes producing, receiving, and processing information. The ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language ‘on the spot’, it means that the students should know what should they say to minimize the misunderstanding with the listener in dialogue.

Based on the preliminary study conducted at SMPN 1 Siak Hulu, one of the English teachers said that the students got hindrances to communicate in English. He also tried to motivate the students to practice English inside or outside the classroom, and told them how to master spoken English efficiently and effectively, such as not to be ashamed to communicate in English, not to think too much about making mistakes and just to feel at ease when speaking, but in reality, the students were still unable to speak English. The students also thought that English was very complicated because the material used was not interesting.. So they got problems to create their ideas to speak up. Based on the phenomena mentioned, it was necessary to conduct a research to analyze the students’ English speaking ability and to explore the factors that influence their ability when communicating in English entitled “**An Analysis of Students’ Ability in Speaking English at SMP Negeri 1 Siak Hulu in Kampar Regency**”.



## 1.2 Statement of the Problem

The problems which had been observed based on the preliminary study done by the researcher of SMP N 1 Siak Hulu. Kampar Regency. The teacher has made more efforts to ask the students to master spoken English, but in fact, the students still had difficulty to communicate in English. It was assumed that there were some problems occurred in the classroom in teaching speaking on transactional and interpersonal texts. The problems could come from the students themselves, they were not able to speak English. This might be influenced by some aspects; the students had lack of vocabulary mastery or choosing appropriate words, they were still confused about the content to discuss, they still had poor pronunciation, they had low motivation to practice English either to the teacher or friends, and they were not able to master correct usage or grammar in English.

Based on the above problems some questions need to be asked. What have made the student found great hindrances to communicate in English? Did the students feel ashamed and being passive to speak English? Or were the students afraid of making mistakes and feeling not confident to speak English? Did having lack of mastering vocabulary and grammar make them unable to communicate in English? Did they have lack of facilities or media in teaching and learning process? Or did the teacher's performance or strategy in teaching and learning process motivate them to learn and communicate in English? At last, what were the influencing factors faced by the students in English speaking ability?

According to Chastain (2004), speaking is a productive skill since it produces ideas, messages, and suggestion and we need to practice it. To improve the skill in communicating in English, it is not enough through classroom practice but outside classroom. In Hornby dictionary, speaking means saying something to express ideas and opinions. According to Kushartanti (2005,p.32), speaking is a set of voice uttered by one and understood by someone else. It means to deliver thoughts or opinions in a spoken form. In learning a second or foreign language, speaking is the most important aspect. The success can be measured through students' or learners' skill in carrying out a conversation and interacting orally in that language.

Speaking as a way of communication is an activity highly used to deliver messages to other people orally. It happens wherever and becomes part of our daily life. Speaking and writing skills are productive skills. Speaking is very different from writing in which writers have much time to think and develop idea as good as possible to other people. Speaking is the most difficult skill compared to other skills. Nunan (2003,p. 48) states speaking is harder than reading, writing and listening. Unlike reading and writing, speaking happens in real time; then when speaking, speakers cannot edit and revise what they wish to say, it is implied that speaking is a natural process which has limited time to think of what speakers are going to deliver.

### 1.3 Limitation of the Problem

To make this research not too broad, it was necessary to limit the problem only with focus on an analysis of students' ability in speaking English on

transactional and interpersonal text and the factors that influence the speaking ability of students of grade 7 of SMP Negeri 1 Siak Hulu in Kampar regency.

#### 1.4. Purpose and Objectives of the Study.

The main purpose of this research was to analyze the students' ability in speaking English of grade 7 at SMP Negeri 1 Siak Hulu, Kampar regency and the objectives of the study are as follows:

1. To analyze the students' ability in speaking English on transactional and interpersonal texts at grade 7 at SMP Negeri 1 Siak Hulu, Kampar regency.
2. To explore the factors that influence the students' ability in speaking English at grade 7 at SMP Negeri 1 Siak Hulu, Kampar regency.

#### 1.5. Research Questions

The research questions are presented as follows:

1. How is the students' ability in speaking English on transactional and interpersonal texts at grade 7 at SMP Negeri 1 Siak Hulu, Kampar regency?
2. What are the factors that influence the students' ability in speaking English at grade 7 at SMP Negeri 1 Siak Hulu, Kampar regency?

#### 1.6. Significance of the Research

This study is apparently one of the attempts to analyze the students' ability in speaking English at grade 7 at SMP Negeri 1 Siak Hulu, Kampar regency. The findings of the research are hopefully useful both theoretically and practically.



Theoretically, this study can provide information about the problems being faced by students of 7<sup>th</sup> grade at SMP Negeri 1 Siak Hulu, Kampar Regency in speaking. The findings of the research are hopefully able to give benefits either to students or to the teachers to improve their speaking ability. The findings are also expected to give a contribution to both teachers and students in developing their English speaking skills. Practically, the findings are also expected to provide information about the problems faced by students of SMP Negeri 1 Siak Hulu Kab. Kampar so that teachers know what to do later in the classroom. So, it is also hoped that the findings can contribute ideas, feedback and information to this institution and all institutions in general, especially to the teachers and students of State Junior High School Number 1 Siak Hulu of Kampar Regency.

### 1.7. Rationale of the Study.

Nowadays, in the globalization era, communication in English is very crucial to master in daily life. People need English for communication in various aspects; such as in economy, politics, trade, education, government and etc. Amim (2013) states in her journal that nowadays, most interactions in English take place among people of different mother tongues for whom English an international means of communication.

In education, English is most important language skill to learn and to master by the students. It does not only activate students' language competence but also it conveys ideas in good communication. Nunan (1991,p.39) states that speaking is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a

conversation in a language. Then, Richard and Renandya (2002,p.204) views that speaking a language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social interactions. It means that speaking skill shares social activity in communication.

### 1.8. Definition of the Key Terms

1. **Analysis:** An analysis is the process of studying or examining something in an organized way to learn more about it, or a particular study of something.
2. **Speaking:** Speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. In this study, speaking is the process of communicating and sharing among students and their environment in English. (Chaney in Susanti, 2007, p.16)
3. **Ability:** Ability is the capacity or power to do something physically or mentally. In this research, ability means the ability of students physically or mentally to speak. (Hornby, 1974, p.3). In the context of this research ability refer to ability of the students of grade 7 SMP Negeri 1 Siak Hulu, Kampar Regency in speaking.



## CHAPTER II

### LITERATURE REVIEW

This chapter deals with grand theories that support the topic of the study on the analysis of students' speaking ability and possible factors influencing their skills in speaking. Relevant studies conducted by different researchers are also provided in the chapter to support the findings of the study so that similarities and differences can be seen. First of all, the literature review begins with understanding speaking ability.

#### 2.1. Understanding Speaking Ability

##### A. Speaking

Of the four language skills, speaking seems to be the most frequently used skill when communicating with other people compared to writing. Speaking is one of the important aspects that should be mastered by the students in learning language. Through speaking, the students can express their ideas, feelings, and opinions by producing sounds or utterances that make them able to communicate and interact with the society by using the language. Speaking is very important in people's everyday life. It is one way to communicate which ideas and though a message orally. To enable students to communicate, we need to apply the language in real communication. Communication itself can be in form of exchanging knowledge or information, inviting someone, ordering something and so forth. In this case to be able to speak English is also very necessary and it is in need in this global era where English as an international language is widely used





for many purposes, such as in tourism, job requirements, education, trade, politics and government.

There are a number of definitions of speaking according to experts. Harmer (2007:284) states speaking is the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language „on the spot“ while Quaintly (1990:7) defines speaking as the process of transmitting ideas and information orally in variety of situations.

According to Bygate (2001:16), speaking is physically situated face to face interaction: usually speakers can see each other and so can refer to the physical context and use a number of physical signals to indicate, for instance, attention to the interaction, their intention to contribute and their attitude towards what is being said. Then, Bailey (2003:48) says that speaking is a process of producing verbal utterance which is done to deliver meaning. It can be inferred that speaking is a process in sharing idea and opinion in oral language which is situated face to face interaction for making communication in the society. Speaking is an interactive process of constructing meaning that involves producing *and* receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking. It is often spontaneous, open-ended, and evolving. However, speech is not always unpredictable. Language functions (or patterns) that tend to recur in certain discourse situations (e.g., declining an invitation or

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requesting time off from work), can be identified and charted (Burns & Joyce, 1997).

Gert and Hans (2008:207) state that speaking is speech or utterances with the purpose of having intention to be recognized by speaker and the receiver processes the statements in order to recognize their intentions. Besides, Rebecca (2006:144) stated that speaking is the first mode in which children acquire language, it is part of the daily involvement of most people with language activities, and it is the prime motor of language change. It also provides our main data for understanding bilingualism and language contact.

In addition, Chaney in Kayi (2006) claims that speaking is a process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of context. Verbal symbols involve producing or uttering words through talking. While non-verbal symbols involve gestures, facial expression, eye contact, and body language. All of these aspects influence in the speaking process.

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information Through speaking people are able to communicate and interact with the society. To create a successful communication or interaction, the listener should pay attention and listen carefully in order to understand what the speaker intends to say and speaker should use an effective way to perform speaking, so that the listener can understand what they mean. Fulcher (2014) stated that speaking is the verbal use of language to communicate with others.

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Another definition is given by Al Nakhalah (2014 : 97) who says that speaking is the action of conveying information or expressing one's thoughts and feelings. In other words, speaking is one way verbal communication from a speaker to a number of other people, in a situation that demands a degree of formality. From the explanation by the experts above, it can be concluded that speaking is the way to communicate with other in a verbal ways.

Furthermore, Burns (2012:15) said that speaking is an important communication skill for their students, but not all are aware of how speaking can directly contribute to other important areas of their students' personal success. The importance of speaking in the language classroom not just as a communication skill, but also as a means of facilitating the acquisition of the target language. It means that speaking is the important thing by the students has to know for their success and speaking is accepted by everyone as an essential language communication skill, but it is importance to language learners goes beyond just day-to-day communication. Speaking can facilitate language acquisition and contribute towards the academic development of many second language learners.

On the other hand, (Lanigan: 1991) stated that speaking is also the most difficult language skill to asses reliably. A person's speaking ability is usually judged during a face-to-face interaction, in real time, between an interlocutor and a candidate. Another opinion stated that speaking is the ability to speak fluently and presupposes not only knowledge of language features but also the ability to process information on language 'on the spot' Harmer (2007:284).



## B. Ability

Ability is the capacity of the individuals to perform various tasks in a specific ob. Basically, ability means that someone has potential to do something; In this case, speaking ability is the ability or capacity of someone to express ideas,

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In the Oxford Dictionary, it is stated that speaking is to express or communicate opinions, feelings; ideas, etc., by or as talking and it involves the activities in the part of the speaker as physiological (articulator and physical/acoustic) stages. Then, Chaney (1998,p.13) expresses that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context. It means that speaking is not only done as verbal as many people do where they use mouth to produce words in delivering ideas, but also in non-verbal as mutes do where they use physical symbols like hands and fingers in delivering ideas.

menjelaskan suatu masalah.

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From the previous statements, it can be inferred that speaking ability is the capability in the process of building and sharing the meaning through the verbal or non-verbal symbols, or in other words, speaking ability is skill of people to express their ideas from one to each other. Speaking is one of the language skills which is a tool of communication and the most important factor in teaching language.

#### 2.1.1 Teaching of Speaking Ability in Indonesian School

In Indonesia, English becomes a compulsory subject in Indonesian educational institution. It is academically taught from junior high schools up to university level. The major purpose of teaching English in Indonesia is to prepare the students with sufficient knowledge of English in four language skills, namely; speaking, listening, reading, and writing. In other words, the students are expected to able to speak, listen, read, and write after learning English at certain period of time. Speaking and writing are productive skill. Both of Speaking and writing skills are of great importance to students; because they are not easy work to produce. Speaking or oral communication needs several skills to produce it.

Based on the 2013 curriculum. English is learned starting from junior High Schools up to Senior High Schools. It is offered as a compulsory subject with a time allocation of four class hours a week, whereas at the university or college, it is accorded for two to six credit hours and the curriculum focuses on English for specific purposes.

Curriculum for elementary school up to senior high school levels in Indonesia keeps on changing from time to time. The latest change of the





curriculum to 2013 based on the decree of the ministry of Education and culture number 81 A, 2013 dealing with the implementation of the 2013 curriculum. It is also strengthened by the decree of number 20, 2003 about national education system, the government regulation number 19, 2005 about education and national standard by the regulation of the Ministry of Education and Culture number 64 to 71 year 2013 dealing with the content and policy of the 2013 curriculum. The 2013 curriculum uses the scientific approach which includes three competencies of attitude, skill and knowledge. Learning outcomes are able to produce students become productive, creative, innovative and effective through integration of the strength of attitude, skill and knowledge. (Guidelines of Curriculum 2013).

Teaching speaking ability is very crucial and many teachers get hindrances to apply it in teaching and learning process, It is found out many students are passive learners even though the teachers try hard to apply various strategies and techniques, but the students in majority still keep silent, Nunan in Kayi (2006), teaching speaking involves teaching ESL learners to produce English sounds, use words and sentence stress, intonation patterns, select appropriate words and sentences, organize their thoughts in a meaningful and logical sequences, use a language as a means of expressing value and judgments and use the language quickly and confidently with unnatural pauses, or fluency. Based on the reference mentioned, the students in Indonesia in majority get problems how to produce English sounds, either to pronounce them correctly or to use appropriate words in communication.

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There are some principles that should be considered by the teacher in teaching speaking. Brown (1994:275) mentions some principles that should be followed by the teacher in speaking skill. Firstly, using techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based focus on interaction, meaning and fluency. Secondly, providing intrinsically motivating techniques. Thirdly, encouraging the use of authentic language in meaningful contexts. Fourthly, providing appropriate feedback and correction. Fifthly, capitalizing on the natural link between speaking and listening. Sixthly, giving students opportunities to initiate oral communication, and lastly, encouraging the developmental of speaking strategies.

Materials for teaching are started from easy level at the first year of junior high school to be more and more difficult to learn at senior high school level. Speaking skill on transactional and interpersonal text is learned at the first semester of the first year at grade seven of junior High School level. Teaching speaking ability of transactional and interpersonal texts using authentic materials based on scientific approach.

#### 2.1.2. Teaching Speaking on Transactional and Interpersonal Text

The aim of teaching speaking in the classroom is to maintain students' ability to be able to speak well and to improve their ability in oral communication. According to Harmer (2001), the aim of teaching speaking is to train students for communication. To do that, the teacher should be able to develop activities which promote students to use language in real communication. Moreover, Wenxia (2008) says that the teacher should think, when teaching, not only about



Moreover, Bailey (2003:54) suggests some principles in teaching speaking. (1) The teacher should be aware of the differences between second language and foreign language learning contexts. (2) Give students practice with both fluency and accuracy. (3) Provide opportunities for students to talk by using

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group work or pair work, and limiting teacher talk. (4) Plan speaking tasks that involve negotiation for meaning. (5) Design classroom activities that involve guidance and practice in both transactional and interpersonal an interactional speaking.

### 2.1.3 Transactional and Interpersonal Text

Speaking skill on transactional and interpersonal text is one of subjects learned by Junior High School students in teaching English. It provides the students with the opportunity to develop oral ability by learning on transactional and interpersonal text. According to Shumin (2002:204), the important intentions from these texts are maintaining social relationship and conveying information and ideas through speaking. These texts provide several topics that can be used to be taught to the students. They will be given a selection of text that consists of transactional and interpersonal text. They will learn and comprehend it, and finally practice it in oral communication.

#### a) Transactional Text (Short Conversation)

Transactional text is a type of text which is function to convey information and ideas between the speakers involved in communication. According to Brown (1984:2), transactional concerns with the speaker (or writer) has primarily message oriented. Ur (1991:130) adds that transactional uses of language are those in which language is being used primarily for communicating information. Furthermore, Brown (1994:273) says that transactional is carried out for the purpose of conveying or exchanging specific information. It means that the focus



of this text is to give brief information in order to make oneself understood clearly and accurately in a communication.

Speaking skill on transactional text has main features which are different with other types of text. According to Brown (1983:13), there are some important features of speaking skill on transactional text. First, when the message is the reason for speaking, then the message must be understood. Second, successful transactional speech often involves more use of specific vocabulary. Third, in transactional situation, where information transference is the primary reason for the speaker choosing to speak, the language tends to be clearer and more specific. Fourth, the speaker would need to express what she is saying a great deal more clearly and her listener would probably keep on interrupting to check that she understood at any given point in the summary. Fifth, the speaker needs to make detail and explicit information in order to make listener understand from what is being said.

Then, Richard in Ur (1991:130) mentions some features of speaking skill on transactional text. First, accurate and coherent communication of the message is important as well as confirmation that the message has been understood. Second, explicitness and directness of meaning is essential. According to Burns in Richards (2008:26), there are two different types of speaking as transactional. One is the situation where the focus is on giving and receiving information and where the participants focus primarily on what is said or achieved. The second type is transactional text which focuses on obtaining goods or services. It means that, transactional provides the speaker on using language to communicate which focus

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on giving primarily information and obtaining goods or services between the participants during the communication.

In addition, Richards (2008:26) mentions several main features of speaking skill on transactional text. (1) It has a primarily information focus. (2) The main focus is on the message and not the participants. (3) Participants employ communication strategies to make them understood. (4) There may be frequent questions, repetitions, and comprehension checks. (5) There may be negotiation and digression. (6) Linguistic accuracy is not always important.

For junior high school at seven grades the first semester transactional text is learned by the students through several topics. The topics are; *ask for and give information identity, family tree, to tell time, to tell dates, to tell days, and to tell months, to state things, animals and public places around us.*

Through these topics the students will learn the way to communicate orally related to the appropriate context and situation. Besides that, they also learn how to express their language by looking at the transactional model provided on their materials. The example of transactional text learned by the Junior High School students can be seen below:

Teacher	:	Who are you?
Student	:	I am Rian Setiawan,
Teacher	:	Where do you live?
Student	:	I live on Kubang Jaya, at Kubang Permata Housing Complex Blok A2 No. 23
Teacher	:	That good information Rian, Thank you.
Student	:	Yes, sir. Well come.





The above descriptions give some important components of speaking skill on transactional text that should be known by the students. The components will be used as indicators for teaching speaking skill on transactional text. The indicators can be seen below:

**Table II.1 Indicators of Speaking Skill on Transactional Text**

Indicators of speaking skill on transactional text
1. Focus on giving information
2. Use specific vocabulary related to giving personal details, exchanging or obtaining information
3. Use correct grammar or word order in exchanging or obtaining information

#### **b) Interpersonal Text (Short Conversation)**

Interpersonal text is a kind of text that is used to represent social interaction between the speakers. This type of text always occurs in real communication between the participants in the society. People usually do this type of talk when they meet each other, exchange greetings, engage in small talk, because they wish to be friendly and to establish a comfortable zone of interaction with others. According to Bachman (1990:93), the function of interpersonal is its use to form, maintain, or change interpersonal relationships. Ur (1991:130) adds that Interpersonal uses of language are those in which the primary purposes for communication are social. Then, Brown (1994:237) says that speaking skill on interpersonal text involves two or more speakers in which it serves to establish and maintain social relationships. From the theories it is clear that interpersonal



text provides a social relationship which happens between the speakers involved in the communication. The main concern from this text is to make social interaction comfortable and non-threatening.

There are some characteristics of speaking skill on interpersonal text. Bachman (1990:93) says that any act of interpersonal language use involves two levels: context and relationship. In other side, Bailey (2003) says that conversations in interpersonal texts are relatively unpredictable and can range over many topics, with the participants taking turns and commenting freely. It makes interpersonal text is more fluid and unpredictable than transactional text.

In addition, Richards (2008:22) mentions some main features of speaking skill on interpersonal text. (1) It has a primarily social function. (2) It reflects role relationships. (3) It reflects speaker's identity. (4) It may be formal or casual. (5) It uses conversational conventions. (6) It reflects degrees of politeness. (7) It employs many generic words. (8) It uses conversational register. (9) It is jointly constructed.

In teaching speaking skill on interpersonal text, the teacher can provide the students with examples embedded in naturalistic dialogs that model features such as opening and closing conversations, making small talk, retell personal incidents and experiences, and reacting to what others say. For Junior High School at Seven grades, the topics of teaching interpersonal texts can takes into how to *tell greeting, how to tell take a leave, how to tell thank you and how to tell sorry*. The example of the text can be seen below:

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## II.2 Tabel The an Example Interpersonal Text

Versi 1	Versi 2	Versi 3
<b>Pihak 1:</b> Good morning/afternoon/ evening. How are you?	<b>Pihak 1:</b> Good morning/afternoon/ evening.	<b>Pihak 1:</b> Good morning/afternoon/ evening.
<b>Pihak 2 (singular):</b> I'm fine, thank you.	<b>Pihak 2 (singular):</b> Good morning/afternoon/ evening. How are you?	<b>Pihak 2:</b> Good morning/afternoon/ evening. How are you?
	<b>Pihak 1:</b> I'm fine, thanks.	<b>Pihak 1:</b> We are fine, thank you (thanks).

Based on the explanation above, there are some important components of speaking skill on interpersonal text that should be known by the students. The components will be used as indicator for teaching speaking skill on interpersonal text.

### 2.1.4. Purpose of Speaking Ability

Speaking is the ability to produce words, to express, to deliver thoughts, ideas and feelings. In learning foreign language, speaking is one of basic skills besides listening, reading, and writing. It is not an instant skill to be acquired. It is need a long process. According to Rubi and Thomson (1994:9) stated that, language is a complex system, and each system is different and requires reorganization of students thinking with lots of exposure. So, students need to practice and to become more successful language learners. As speaking functions, Richards (2008:21) states that the functions of speaking are classified into three; talk as interaction, talk as transaction and talk as performance. Talk as interaction





It means about conversations used in daily activities in social interaction; When people meet, they exchange greetings, engage in small talk, recount the experiences, and so on. While talk as transaction is about the situation focusing on the meaning delivered or the message for instance, like teachers teach students, etc. On the contrary, talk as performance refers to public talk which transmits information to an audience, such as classroom presentations, public announcements, and speeches. From those definitions above, speaking as activities by which human beings try to express thought, feeling, opinion, and to exchange information by using utterances in the form of communication. Therefore is the tool of communication, it is necessary for people to have a good speaking.

Basically the most objective of the talking is to communicate, to be able to communicate what people have in mind. The taking after are the common objective of Conversation by Tarigan (1985:16), portrayed that talking has a few purposes, which are:

### 1) To Inform

Speaking means the communication among people to express their ideas and thoughts. In other words, they share information with each other on they have in their heads for specific purposes.

### 2) To Entertain

In this purpose, an appropriate media that is used is story telling. For example, when the teacher is talking about the story to the students like in the narrative text, speaking will be more interesting to be applied by the listeners.

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### 3) To Persuade

Usually, this condition can be applied in teaching learning process. The teacher has to make a good service to the students by giving them the example in delivering the material. The teacher also has to make limitation of time. For instance, when the teacher wants to get students scores from an oral test, the teacher has to make limitation of questions and the students have to answer it as soon as possible. The students who want to answer the questions, they have to raise their hands. It is used to persuade the students to be the first.

### 4) To discuss

Deliberating speaking is used to make some decisions and planning. Discussion is done carefully because the students have to ask a suggestion and thing about the facts. The methods are used simple and direct. By doing this activity, the students know the elements of speaking: clarify, orderliness, evidence, arguments, and straight thinking.

## 2.1.5 Types of Speaking Ability

According to Brown (2003:141), there are five types of speaking ability area, there are imitative, intensive, responsive, interactive and extensive (monologue).

#### a) Imitative.

Imitative means copying someone or something. If we relate to speaking ability, it means the ability to parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of



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prosodic, lexical and grammatical properties of language may be included in the criterion of performance.

#### b) Intensive.

The second type of speaking frequently employed in assessment context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical or phonological relationship (such as prosodic elements, intonation, stress, rhythm, juncture). The speaker should be aware of semantically in order to be able to respond. Examples of intensive assessment tasks include direct response tasks, reading aloud, sentence and dialogue, completion, limited of picture-cued task, including simple sequences; and translation up to the simple sentence level.

#### c) Responsive.

In this type, it demands the speaker and interlocutor to be able to respond to the question in terms of communication. Moreover, the in responsive assessment task include interaction and test comprehension, but at a somewhat limited level of very short conversations, standard greeting and small talk, simple request and comment. The stimulus is almost always a spoken prompt (in order preserve authenticity), with perhaps only one or two follow up questions.

#### d) Interactive.

The difference between responsive and interactive speaking is the length and complexity of the interaction, which sometimes includes multiple exchange and /or multiple participants. An interaction can take the two forms of transactional language, which has the purpose of exchanging specific information



or interpersonal exchanges which has the purpose of maintaining social relationship.

e) Extensive (monologue).

The teacher gives students extended monologues in the form of oral reports, summaries, storytelling and short speeches. Usually teacher gives the students' time to prepare themselves before speaking.

In the communicative model of language teaching, the teacher should help their students to develop these skill areas of knowledge by providing authentic material in order the students can communicate in real of the situation. Additionally, the teacher also helps the student to develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and using acceptable or comprehensible pronunciation.

### 2.1.6 Components of Speaking Ability

Furthermore, Haris in Chaundhary (1997) mentions some components that should be known by the students in speaking ability. The components involve pronunciation (segmental features, vowels and consonants, stress and intonation pattern), grammar, vocabulary, fluency, comprehension.

In other side, Harmer (2001:269) says that there are some elements necessary for spoken production. The first element is connected speech. The effective speaker of English needs to be able not only to produce the individual phoneme of English but also to use fluent connected speech. In connected speech sounds are modified, omitted, added, or weakened. Because of that the students should know this connected speech to make them able to speak well. The second



element is expressive devices. It involves the pitch and stress of particular parts of utterances, vary volume and speed. The use of these devices contributes to the ability to convey meaning. The third element is lexis and grammar. The students should be familiar with variety of grammar and lexical phrases used in speaking. It will influence their speaking ability in real communication. The last element is negotiation language. Effective speaking gets benefit from the negotiators language used to seek clarification and to show the structure of what are saying.

Based on the theories above, it can be inferred that there are some components which should be known by the students in speaking ability. The components are vocabulary, grammar, pronunciation, fluency, and comprehension. The students should have knowledge about these components in order to be able to speak foreign language. So, they will be able to perform their students' english speaking skill will be better.

### 2.1.7. Assessment of Speaking Ability

Many people around the world think that speaking is pronunciation. When people hear someone speak, they pay attention to what the speaker sounds like almost automatically. Someone who has a good pronunciation means he is a good English speaker. The clearer someone's pronunciation, the better he/she will be in English. Such a determination is really a big mistake. Luoma has stated that there are many factors that influence our impression how well someone can speak a language.

The term 'assessment' is commonly used with a variety of different meanings. Indeed, the term has come to be used so widely in different fields of





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language testing and educational measurement. Language tests have become a pervasive part of our education system and society. Scores from language tests are used to make inferences about individuals' language ability and to inform decision we make about those individuals (Bachman, 2004, p.3).

Language assessment takes place in a wide variety of situations, including educational program and real-world settings. In educational programs, the result of assessment are most commonly used to describe both the process and outcomes of learning for the purposes of diagnosis or evaluating achievements .

Speaking is one of the productive skills in language. As one of productive skill, speaking can be directly and empirically observed. Furthermore, Brown (2003, p. 141) states as with all effective tests, designing appropriate assessment tasks in speaking begins with the specification of objective or criteria. The decision about which criteria to use depends on the intended use of the test (Luoma, 2004, p. 41).

According to Brown (2004), Speaking has five categories which are similar to listening. First, imitative, it is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. Second, intensive, it is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships such as: prosodic elements-intonation, stress, rhythm, juncture.

The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Third, responsive, it includes interaction and test comprehension but at the



somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. Fourth, interactive, sometimes includes multiple exchanges and/or multiple participants.

Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions. The last category, extensive, includes speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether.

Language style is frequently more deliberative and formal for extensive tasks, but people cannot rule out certain informal monologues. The focus in designing speaking assessments is often on the tasks. They are important because the examinees' experience of the test is based on them, but the validity of the scores depends equally much on the rating criteria and the relationship between the criteria and the tasks. If the criteria are developed in isolation long after the tasks have been finalized, as they often are, there is a danger of a mismatch, which leads to a loss of information about the quality of the performance (Grove & Brown, 2001).

According to Luoma (2004, p. 30), tasks are activities that people do, and in language-learning contexts tasks are usually defined in terms of language use. Nunan (1993, p. 59) defines a communicative task as:



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“... a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. . . . Minimally, a task will consist of some input data and one or more related activities and procedures. Input refers to the data that learners are to work on: it may be linguistics (e.g. a radio broadcast), non-linguistic (e.g. a set of photographs), or ‘hybrid’ (e.g. a road map). In addition, tasks will have, either explicitly or implicitly (and in most cases these are implicit), goals, roles of teachers and learners”

Luoma (2004) divided the task types under two headings, open-ended and structured tasks. The distinction builds on the relative amount of structure that the tasks provide for the test discourse. Open-ended speaking tasks guide the discussion but allow room for different ways of fulfilling the task requirements.

They typically call for a stretch of talk, which can be either a number of turns between speakers or a single long speaking turn. Structured speaking tasks, in contrast, specify quite precisely what the examinees should say. They typically call for limited production, and often it is possible to give an exhaustive list of acceptable responses.

In this research, the speaking task is one of instruments used to assess student performance and the factor that affect it. As performance being assessed in public speaking, so it is imitative types of speaking and it refers to open ended speaking task. Another expert who breaks such a people assumption is Hughes. He states that there are some components that should be considered to score speaking skill; they are: accent, grammar, vocabulary, fluency, and comprehension.



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Each component has own level to determine how well someone's accent, grammar, vocabulary and so on. Based on Hughes' book, the level of each component is around 1-6. It means the higher score someone's get, the more he will be. For instance, someone who gets 6 in accent component means that he is excellent in accent speaking skill component, and so other. to be more effective dialect learner.

In this research, speaking ability is the ability of students in using English as the foreign language that they learn for their communication activities and interaction orally. The students' speaking ability is measured by using oral language scoring rubric. These are accent, grammar, vocabulary, fluency, comprehension. Below is the description of students' speaking proficiency of students based on Hughes ( 2003):

#### 1) Accent

- a) Pronunciation frequently unintelligible
- b) Frequent gross error and very heavy accent make understanding difficult, require frequent repetition
- c) "Foreign accent" requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary
- d) Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding
- e) No conspicuous mispronunciations, but would not be taken for a native speaker





f) Native pronunciation, with no trace of “foreign accent”

2) Grammar

- a) Grammar almost entirely inaccurate except in stock phrases
- b) Constant errors showing control of very few major patterns and frequently preventing communication
- c) Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding
- d) Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding
- e) few errors, with no patterns of failure
- f) No more than two errors during the interview.

3) Vocabulary

- a) Vocabulary in adequate for even the simplest conversation
- b) Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
- c) Choice of words sometimes inaccurate, limitation of vocabulary prevent discussion of some common professional and social topics
- d) Professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any-technical subject with some circumstances
- e) Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations

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f) Vocabulary apparently as accurate and extensive and extensive as that of an educated native speaker.

#### 4) Fluency

- a) Speech is so halting and fragmentary that conversation is virtually impossible
- b) Speech is very slow and uneven except for short of routine sentences
- c) Speech is frequently hesitant and jerky, sentences may be left uncompleted
- d) Speech is occasionally hesitant, with some unevenness caused words
- e) Speech is effortless and smooth, but perceptively non-native in
- f) Speech on all professional and general topics as effortless and smooth as a native speaker

#### 5) Comprehension

- a) Understands to little for the simplest type of conversation
- b) Understanding only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing
- c) Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing
- d) Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing
- e) Understand everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech

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- f) Understanding everything in both formal colloquial speech to be expected of an educated native speaker.

### 2.1.8. Criteria of Speaking Ability Test.

Christiana Bratt Jaulston and Mary Newton Brunder say that speaking ability is taken to be the objectives of language teaching: the production of the speaker's competent to communicate in the target language. Hughes says that there are 5 rating criteria of test of speaking. Those areas are:

#### a) Accent

In sociolinguistics, an accent is a manner of pronunciation peculiar to a particular individual, location, or nation. An accent may be identified with the locality in which its speakers reside (a regional or geographical accent), the socio-economic status of its speakers, their ethnicity, their caste or social class (a social accent), or influence from their first language (a foreign accent).

Accents typically differ in quality of the voice, pronunciation and distinction of vowels and consonants, stress, and prosody. Although grammar, semantics, vocabulary, and other language characteristics often vary concurrently with accent, the word 'accent' may refer specifically to the differences in pronunciation, whereas the word "dialect" encompasses the broader set of linguistic differences. Often "accent" is a subset of "dialect".

#### b) Grammar

In linguistics, grammar is the set of structural rules governing the composition of clauses, phrases, and words in any given natural languages. The term refers also to the study of such rules, and this field includes morphology,



c) Vocabulary

A person's vocabulary is the set of words within a language that are familiar to that person. A vocabulary usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. Acquiring an extensive vocabulary is one of the largest challenges in learning a second language.

Fluency is the ability to read a text accurately, quickly, and with expression. Fluency is important because it provides a bridge between word recognition and comprehension. When fluent readers read silently, they recognize words automatically. They group words quickly to help them gain meaning from what they read.

The definition of comprehension refers to your ability to understand something, or your actual understanding of something.

As speaking capacities, Richards (2008:21) states that the capacities of talking are classified into three; conversation as interaction, conversation as

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penulisan kritik atau tir

ujian suatu masalah.

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exchange and conversation as execution. Conversation as interaction it implies almost discussions utilized in every day exercises in social interaction; When individuals meet, they trade welcome, lock in in little conversation, relate the encounters, and before long.

Whereas conversation as exchange is approximately the circumstance centering on the meaning conveyed or the message for occurrence, like instructors instruct understudies, etc. On the opposite, conversation as execution alludes to open conversation which transmits data to an gathering of people, such as classroom introductions, open declarations, and talks. From those definitions over, talking as exercises by which human creatures attempt to specific thought, feeling, supposition, and to exchange information by utilizing expressions within the frame of communication. Hence is the device of communication, it is essential for individuals to have a great talking.

In mastering speaking skill, there are some components that should be considered by the students. The components influence the way they speak by using the language. According to Cohen (1994:266), there are some important components in speaking ability as follows:

- (1) Fluency; smooth flow of speech with the use of rhetorical devices to mark discourse pattern.
- (2) Grammar; control of complex and simple construction.
- (3) Pragmatic competence; use of conversation devices to get the message across and to compensate for gaps.



- (4) Pronunciation; degree of influence of native-language phonological features.
- (5) Sociolinguistic competence; use of appropriate social registers, cultural references, and idioms.
- (6) Vocabulary; breath of vocabulary and knowledge of vocabulary in field of interest or expertise. By knowing those aspects above the students will be able to practice their speaking ability in real communication and situation.

**II.3 Tabel of Speaking Rubrics Scores**

No	Aspects	Score	Explanation
1	Accent	1	Pronunciation frequently unintelligible
		2	Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition
		3	“Foreign accent” requires concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary
		4	Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding
		5	No conspicuous mispronunciations, but would no use taken for a native speaker
2	Grammar	1	Grammar almost entirely inaccurate phrases
		2	Constant errors showing control of very few major patterns and frequently preventing communication
		3	Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding
		4	Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding
		5	Few errors, with no patterns of failure
3	Vocabulary	1	Vocabulary inadequate for even the simplest conversation
		2	Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
		3	Choice the words sometimes inaccurate, limitations

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			of vocabulary prevent discussion of some common professional and social topics
		4	Professional vocabulary adequate to discuss special interest; general vocabulary permits discussion of any non-technical subject with some circumlocations
		5	Professional vocabulary broad and precise; general vocabulary adequate to cope with complex practical problems and varied social situations
4	Fluency	1	Speech is so halting and fragmentary that conversation is virtually impossible
		2	Speech is very slow and uneven except for short or routine sentences
		3	Speech is frequently hesitant and jerky; sentences may be left uncompleted
		4	Speech is occasionally hesitant, with some unevenness caused by rephrasing and grouping for words
		5	Speech is effortless and smooth, but perceptibly non-native in speech and evenness
5	Comprehe nsion	1	Understands too little for the simplest type of conversation
		2	Understands only slow, very simple speech on common social and touristic topics; requires constant repetition and rephrasing
		3	Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing
		4	Understands quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing
		5	Understands everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech

Hughes (2003)

Another model of speaking assessment is presented by Brown (2009). The scoring system specifically tends to be for standards-based test. Speaking tests

vary according to the language elements being assessed and the objectives of the test. Based on language elements, a language test in general can be classified into discrete-point test, integrative test, and pragmatic test (Oller 2003). A discrete-point test measures one of the language components, such as pronunciation, intonation, grammar, vocabulary. An integrative test measures all the language components at a time. And a pragmatic test measures the learners' ability in using target language for communicative purposes in a given context, i.e. as a functional speaking test. The functional speaking test can be done in an interactive communication or transactive one (Brown and Yule, 1999). The first is referring to the function of language to maintain social interaction like interview, and role play. The latter is referring to a type of communication that is focused on conveying the message, and not on the interaction, like story telling, giving speech, reading an announcement, presenting a report, and many others. According to Underhill (2000) there are two systems/approaches, i.e. analytic scoring systems and impressionistic system. The first is scoring the learners' speaking ability by separating the components of speaking skill into sub skills, and the rater scores each component, and then sums the sub scores into final score. The latter is scoring/judging the learners' speaking ability on the basis of the rater's general impression on the learners' performance without necessarily separating the speaking components. The complete description is given as follows:

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## II.4 Description of Language Components

No.	Language Components	Description
1	Pronunciation	1. Pronunciation of individual sounds and words 2. Pronunciation of sentences, the right intonation and stress
2	Grammatical Accuracy	Accurate use of structure, or how the learner gets his/her utterance correct
3	Vocabulary	The learner's ability in choosing appropriate words and how to solve the problems when he/she cannot find suitable words by explaining around the word
4	Fluency	1. The ability to keep the conversation going 2. Read a text smoothly without hesitation, or inappropriate pause, or repeating words/lines
5	Interactive Communication	The ability to get the meaning across the listener

## II.5 Tabel of Scale Criteria

Scale	Proficiency	Category	Description of Criteria
0	10 – 39%	Very Poor	Pron : Many wrong pronunciation GA : No mastery of sentence construction Voc : Little knowledge of English words Flue : Dominated by hesitation IC : Message unclear
1	40 – 50%	Poor	Pron : Frequent incorrect pronunciation GA : Major problems in structure Voc : Frequent errors of word choice Flue : Frequent hesitation IC : Disconnected idea

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© Hak cipta milik UIN Suska Riau	2	60 – 70%	Average	Pron : Occasional errors in pronunciation GA : Several errors in structure Voc : Occasional errors in word choice Flue : Occasional hesitation IC : Ideas stand but loosely organized
	3	75 – 80%	Good	Pron : Some errors in pronunciation GA : Minor problems in structure Voc : Minor errors in word choice Flue : Minor hesitation IC : Clear and organized ideas
	4	85 – 100%	Very Good	Pron : No errors/Minor errors GA : Demonstrates mastery of structure (few errors) Voc : Effective/appropriate word choice Flue : No hesitation IC : Well organized and clear ideas

This research used model of speaking assessment that proposed by Hughes (2003). This model was chosen because it clearly described about description of language components and scale criteria.

### 2.1.9. Teaching Speaking through activities

(Kayi:2006) stated that some activities can be done in the classroom to promote speaking; they are discussions, role play, simulations, information gap, brainstorming, story telling, and interview. They are:

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a. Discussion

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion starting, the teacher sets the purpose of discussions. So, students cant spend their times chatting with each other.

a. Role Play

In this activity, students are ordered to become what character they are in a certain condition, certainly also about speaking in that condition.

b. Simulations

Simulations are more realistic than role play because students could bring the materials which are needed. For example, the simulations tell about one condition in the hospital, some students bring stethoscopes.

c. Information Gap

Information gap is pair activity which each of them has the information to be told to their partner, and so on.

d. Brainstorming

Students can express an idea from the topic which is given by teacher quickly because it has limited time. Students can share their ideas by brainstorming activity.



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e. Story Telling

Students tell (tell or story) a story which they have ever heard or their own story. By story telling, students can improve their speaking ability and attention from the class.

f. Interviews

In the interview, teacher gives rubric to the students as type of questions and students should prepare the questions by their own self. So, students do not only speak English in the class, but also out of class. The result of the interview will be reported in front of the class.

g. Story Completion

This is free – speaking activity for which students sit in a circle. In this activity, teacher starts to tell a story. After few sentences he or she stops narrating. Then, each student starts to narrate from the point where the story is stop. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

h. Reporting

Before coming to class, students asked to read magazine or newspaper, next, they report to their friend what the most interesting news they have read. Students can also talk about their worth experience in their life.





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#### i. Playing Cards

In this game, students should form groups of four. Each group guess a coin and the winner has a chance to represent a topic. For instance:

- Diamond : earning money
  - Hearts : love and relationship
  - Spades : an unforgettable memory
  - Clubs : best teacher
- Each student in a group will choose a card. Then, each student will write 4 – 5 questions about those topic to ask the other people in group. The teacher should state at the very beginning of the activity that students are not allowed to prepare yes – no questions. Because by using yes – no questions, students get little practice in spoken English.

#### j. Picture Narrating

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubric can include the vocabulary or structure needed to use while narrating.

#### k. Picture Describing

In this section, student is given a picture, and then student is asked to describe what is in the picture. This activity can be done in a group, by using different pictures by different groups.



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## 1. Find the Difference

Another way to use picture is finding the differences. Students can work in pairs and each couple is given two different pictures and then they discuss the similarities and/or the differences in the pictures.

Moreover, Harmer (2007:129) state that some kinds of speaking activities:

### 1) Information- gap activities

An information- gap is where two speakers have different bits of information, and they can only complete the whole picture by sharing that information, there is a gap between them. Finally, by having the discussion they will get the information that is appropriate with the pictures. The students are absolutely asked to use English when discussing the pictures.

### 2) Story Telling

In this activity, the students must be able to tell story in the target language, in this case is English. Teacher can encourage the students to retell stories which they have read in their books or found in newspaper or in internet. The best stories of course are those which the students tell about themselves and their family or friends.

### 3) Favorite objects

It is an activity in which the students are asked to talk about their favorite objects. It can be done in pairs or in groups. In addition, the teacher also can use this activity for individual task. Each student is asked to tell about the characteristics of their favorite thing, while other students or the audiences try to guess what the favorite thing is.



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#### 4) Meeting and Greeting

Student role-plays a formal or business social occasion where they meet a number of people and introduce themselves. It is usually taught in the beginner level of language learners. The students try to use meeting and greeting expression in front of the class with two or more students.

#### 5) Describing things or person

Students are asked to describe something or someone with detail characteristics to other students. They can describe it in front of the class or in pairs with two students. It is almost same with describing favorite objects, but the other students or the audiences do not need to guess what the object is. Sometimes the teachers may provide certain things or person, and then students will describe those kinds of things and person.

#### 6) Students presentation

Individual students give a talk on given topic or person. The students present some topic in front of the class while other students listen to the presentation and give feedback about the presentation. Some like interview that interview is for honing organizational and planning skills.

#### 7) Debate

Students are arranged in some groups. Then they are given a topic and prepare it. The students have a debate after that in certain time. This activity needs much time to prepare. Moreover it should be applied for the advance level for language learners such as senior high school level upper.





#### 8) Describing pictures

Each group has a picture that each member can see the pictures. They have a certain minutes to say as many as they can that describe it. The sentences must be appropriate to the picture. It can be a kind of single pictures or even strip picture, so the students will describe the story according to the strip pictures.

#### 9) Picture differences

The students are in pairs. Each member of the pair has to find out the differences of the pictures that are given. The pictures are almost same. The teachers must find the pictures by themselves before applying this kind of activities. In the last section, the teacher will give more descriptions about the difference of the pictures provided for the students.

#### 10) Things in common

Students sit in pairs. They talk one another in order to find out as many things as they can that they have in common. These must be things that can be discovered through talking. For example, it is about animals" characteristics, school and education, and human characteristics.

#### 11) Solving a problem

The students are told that they an educational advisory committee, which has to advice the principle of a school on problem with the students. They should discuss the recommendation together with the principal.



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## 12) Discussion

The students are arranged in some groups. Then, the teacher gives a certain topic for each group. The students are given times to discuss about the topic provided. The last, there will be a student who represent each group to tell about the result of the discussion in front of the class. The teacher will give some correction about the students speaking.

Based on the suggested of activities of teaching strategies above, may the teacher can uses the appropriate activities in speaking classroom which can help the students to speak up fluently.

## 2.2 Factors Influencing Speaking Ability

There are many factors influencing students' speaking ability. Factors that influence speaking ability can be divided into two general groups, these are internal and external factors. It is supported by Suryabrata (1983), who stated that factors influencing students' speaking ability or learning achievement are the factors that come from students' external and internal sides. In short, both students' external and internal factors can affect students' speaking ability.

Here the explanation about external and internal factors that can affect students' speaking ability:

### a) Internal Factor

Internal factors mean factors inside the students that influence them in learning English. The internal factors concern with affective factors. They are as follows:

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### 1. Anxiety

One of the most obstacles students have to overcome in learning to speak is the anxiety generated over the risks of blurting things out that are wrong, stupid or incomprehensible (Brown, p. 269). Because of language ego that informs people that as human beings learn to use a second language, they also develop a new mode of thinking, feeling, and acting. The new language ego intertwined with the second language can easily create within the students a sense of fragility, defensiveness and rising of inhibitions them. (Brown, p. 61)

### 2. Self-Confidence

Another affective factor is self-confidence which can be linked to the language ego. It means when the students have lack of belief or self-confidence that they indeed are fully incapable of accomplishing a task is at least partially a factor in their eventual failure in attaining the task. That is why having self-confidence is very crucial for the students to own when they want to be successful in achieving the learning achievement in this case, the students have capability to gain optimal speaking ability, they do not feel worried or reluctant to practice their speaking.

### 3. Attitude.

Attitude is a settled way of thinking or feeling about someone or something typically one that is reflected in a person's behavior. The attitude means manner, disposition, feeling, position, etc, with regard to a person or thing tendency or orientation. The learners should own strong and positive tendency toward English

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#### 4. Motivation.

Brown (2001, p. 70) defines motivation as the extent to which someone makes choices about goals to pursue and the effort someone will devote to that pursuit. Then, Wlodkowski (1986) claims the processes that (a) arouse a desire to investigate behaviors, (b) give direction and purpose to behaviors, (c) continue to allow behaviors and (d) lead to choosing or preferring a particular behavior. It can be inferred that motivation is a thing that will influence someone to do such behavior, or the inner drive of someone to do something.

Intrinsic motivation refers to intrinsically motivated activities are ones for which there is no apparent reward except the activity itself. Intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely, feeling of competence and self-determination. On the other hand, extrinsic motivation concerns extrinsically motivated behaviors which are carried out in anticipation of a reward from outside and beyond the self.. Typical extrinsic rewards are money, prizes, grades and even certain types of positive feedback. At last it can be inferred if the students have low motivation, they will tend to be unsuccessful to achieve their goal in this case good speaking ability.

### 5. Interest.

Interest is meant any aim or object which stimulates activity towards its attainment. The attitude is the state of consciousness within the individual human

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beings. Interest on the other hand, is the object of attitude. It is an object of the will. It is something objective, something sought or pursued. Interest is an inner disposition or tendency of readiness to perceive. Interest therefore elicits attention. Effective learning requires assimilation and interest. Creating interest in learning is a principal function of the instructor as interest forms the prime basis of learning.

It can be inferred that the learners have to possess strong interest to achieve proper speaking ability; it means having low interest really influences to reach the capability of speaking ability.

#### 6. Insight

Insight also plays an important part in learning. Insight is defined as a sudden flash of thought or solution in mind that helps one to face a problem to be solved situation.

#### 7. Attention

Attention plays an important role in the education, and training process. Attention is associated earlier with will, judgment, reasoning etc. but attention is a selective activity of our consciousness. Attention is not a power of the mind. It is not static.

Attention leads to attain objectives and goals. Attention is also one of the psychological factors that gives much effect on language learning.

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## 8. Fatigue

The cause of fatigue is loss of energy, loss of oxygen, limited storage of energy, loss of interest, development of dislike etc. Mental fatigue is caused by loss of interest and, monotonous of learning.

## 9. Maturation

Learning depends on mental age. Before learning takes place the sensory motor and previous structure should reach a certain level of maturity. Maturation of both muscles and brain are necessary in any skill learning situation.

## 10. Interpersonal Intelligent.

Interpersonal intelligent refers to the learner's ability to understand others how they feel and to interact effectively with them. It means how a learner understands someone's talk when he or she interacts with communication of speaking ability.

## 11. Mother Tongue.

Mother tongue can be one the influencing factors, The students are usually influenced their own dialects, such as Batakness dialect, Javanese dialect and Sundaness dialect. For example, in Batakness dialect, they have problems to pronounce certain sounds and Javanese people have hindrances to pronounce the sounds too.

## b) External Factors

The external factor is learner subjects, for example, English because of the influence from outside. They need to learn English because there is English lesson at school. Meanwhile, other factors that affect the learning process are:

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## 1. Observation

The ability for observation is a prerequisite for good perception and consequently for learning. Learning process is affected by observation. An individual observes process, behavior and phenomena and later copy them in his own way.

## 2. Facilities.

Having inappropriate facilities becomes one the influencing factors to achieve learners' speaking ability. For example, books, social and electronic media and other facilities at school and at home.

## 3. Environment (Teachers and friends)

Teacher as a model or a patron of a learner really becomes one of the influencing factors to achieve speaking ability. Besides, school mates or friends also become the influencing factors for the learners to gain good speaking ability.

If the teacher cannot give a good model to the students, the students will not be motivated to speak English. For example, in teaching and learning process, it is hoped the teacher uses English as a means of communication. The teacher also invites the students to be active in communicating in English during teaching and learning process. The teacher also suggests the students to use or communicate in English outside English classes.

## 4. Teaching materials

Teaching materials can be one of the influencing factors by the students in speaking ability. Inappropriate materials, either so difficult or easy are also hindrances for them to learn speaking skill. Based on the 2013 curriculum, the

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materials given should be authentic, especially for the beginning level and be suitable with their capability.

Among those influencing factors, of speaking ability, five influencing factors would be focused to the indicators of interview. They are affective factors, mother tongue, teachers' strategy and technique factors, teaching materials and facility factors. Those influencing factors would be used for both teacher and student interview.

### 2.3. The Factors in Learning Second Language

Second language learners come from many backgrounds. The differences in learners' motives, skills and requirements make their methods in learning the language varies. The various methods make different outcomes. Thus, the use of second language is implied in the various learning methods. According to (Ellis:2015) in (S. Khasinah:2014) , there are five general factors that contribute the individual learner; they are age, attitude, cognitive style, motivation, and personality. The aim of this session is to present these factors and their contribution to success or failure in second language acquisition. They are:

#### 1. Age

Age is a major factor about how and what to teach. People of different ages have different needs, competences and cognitive skills. The most common beliefs, young children learn faster and more effectively than other age group, as the first three years is a golden period of brain development.

Children who learn a new language early have a facility with a pronunciation which is sometimes denied older learners. But, older children

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(children from about the age of 12) seem to be far better learners than younger ones in most aspects of acquisition, pronunciation excluded. Older children can do something to increase their cognitive abilities. Such as joining some courses, they also can acquire second language by using technology. Lightbown and Spada said in Harmer that older learners are ineffective learners because they usually begin learning from to the upper level of proficiency in second language without learning the very basic level. They may have greater difficulty in approximating native speaker pronunciation than children do.

In further explanation Ellis said that adults have a greater memory capacity and are also able to focus more easily on the purely formal features of a language. That becomes one of the reasons why many older learners find themselves successful in learning language.

### 2. Aptitude and intelligence

We often have to face a situation when some students are better at learning language than others. It is caused by these two factors in the learning process. People have different aptitudes and intelligences for different kind of study. Intelligence is general ability that governs how well we master a whole range of skills, linguistics and non linguistics, whereas aptitude refers to the special ability involved in language learning.

Usually aptitude has been measured in term proficiency scores achieved by classroom learners. Some of researches mentioned that aptitude is major factor determining the level of success of classroom language learning. Harmer stated





that learners with a wide variety of intellectual abilities can be successful language learners (Harmer:2001).

Harmer's statement shows that aptitude and intelligence are not necessarily considered as a birth gift especially in learning language. People with variety aptitude and intelligence have equal chance to be successful in learning language, although the variety in the process and outcome is inevitable.

### 3. Cognitive style

People learn and process new information in different ways. It means everyone learns and processes information in their way. Cognitive style is less about decisions that individual actually make and more about the processes used to make them. Individuals vary in predictable ways along four dimensions of cognitive style.; that is, they differ in the way in which they gather and process information. One's cognitive style generally operates in an unconscious manner where individuals may be aware of the outcome of the information processing process he or she is often unaware of the mental processes used to acquire, analyze, categorize, store and retrieve information in making decisions and solving problems.

It seems that cognitive style is out of one's ability to control. But as mentioned above, one can always evaluate his or her outcome in learning, including in learning second language to analyze in which area one should improve. Therefore, even cognitive style operates in unconscious manner, but the outcome can be improved consciously Riding and Rayners purpose cognitive style

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and learning strategies is to describe individual differences based on two models.

One model comprises four basic cognitive mode derived from the intersection

#### 4. Motivation

Based on the theory of SLA, learner motivation and needs have always had a central place in learning language. Learners who are interested in the social and cultural customs of native speaker of the language they are learning are likely to be successful. Conversely, learner with little interest in the of life of native speakers of the second language or with low instrumental motivation can be expected to learn slowly and to stop learning some way short of native speaker competence.

Jeremy Harmer in his book “The Practice of Language Teaching” mentioned that motivation is some kind of internal drive which pushes someone to do things in order to achieve something. This statement indicates that according to Harmer, motivation comes from one’s internal self in which has effect to drive and push someone to do something according to his or her goals. In further definition has written by Brown that motivation is probably the most frequently used, catch all term for explaining the success or failure of virtually any complex task (Brown:1981).

In addition, Jeremy explained that motivation comes from two sides. They are outside factor or extrinsic motivation and inside or usually called by intrinsic motivation. Extrinsic motivation is the result of any number of outsides factors. For example: the need to pass the exam. Intrinsic motivation, by contrast, comes from within the individual. Thus a person might be motivated by the enjoyment of





the learning process itself. According to Brown, the intrinsic motivation propels learner toward improvement will be perhaps the strongest influence.

Motivation is essential for someone to be successful. It means that we have to want to do something to succeed at it. Without such motivation we will almost certainly fail to make the necessary effort. So, motivation is very important factor that influence second language learning. Hanunah wrote in her thesis about the ways to built up learner motivation, they are:

- i. Making instructional goals explicit to learners.
- ii. Breaking learning down into sequences of achievable steps.
- iii. Linking learning to the needs and interest of learners.
- iv. Allowing learners to bring their own knowledge and perspective into the learning process.
- v. Encouraging creative language use.
- vi. Helping learners to identify the strategies underlying tasks they are engage in.
- vii. Developing ways in which learners can record their own progress.

## 5. Personality

Many students have individual difficulties. Difficulty in speaking may be caused by shyness or personality factor which are independent of the language being used. So, learner usually afraid about making mistake, shy of the attention that their speech attracts, or they may be lack of vocabulary, grammatical and have not good pronunciation. Those factors prevented a learner to feel confidence when they speak. So, teacher should create creative learning to overcome this





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problem. We have to remember that speaking is productive skill”, so how can learner produce while she/he faces this problem.

## 2.4. Causes of Speaking Problem

Usually students' problems in speaking activity come from the difficulties in speaking activities faced by students, such as the problems of fear of making mistakes come from skill factor or difficulties faced by students. It is supported by Thornburry stating that most difficulties speakers face can be classified into two main areas:

### a. Knowledge factor

The learner does not yet know aspects of the language that enable production. They are lack of knowledge of the language and lack of practice interactive speaking itself, because English is a complex language, so practice is as important contributing factor to improve speaking proficiency.

### b. Skill factors

The learner knowledge is not sufficiently automated to ensure fluency. As a result, there are may also be “effective factors”, such as lack of confidence or self consciousness which might inhibit fluency. (Thornburry : 2005 how to teach grammar)

From the statement above, the researcher can conclude that there two factors that hinder speaking, they are: knowledge factor and skill factor. Knowledge refers to the theoretical information acquired about any subject whereas skills refers to practical application of that knowledge there are may also be effective factors such as lack of confidence which might inhibit fluency.



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Another opinion, Noormazidah, Koo & Hazita; Trawisnki also presented the factors that impact the EFL learner to have poor performance in English language learning as follows:

- a. English is regarded as a difficult subject to learn.
- b. Learner's learning depends on the English teacher as authorities,
- c. Learner is a lack of support to use English in home environment and the community.
- d. Learner have insufficient or lacking of exposure to the language as there is a limited opportunity to use English outside the classroom.
- e. Students have a limited of vocabulary proficiency as well as English reading materials that are not always available.

Meanwhile, Juana also states some psychological factors such as:

1. Fear of mistakes
2. Shyness
3. Anxiety
4. Lack of confidence
5. Lack of motivation

From the statement above, it is obvious that there are many factors that causes of speaking problems. Based on the explanation above, the researcher refers to the research from done by Juhana (2012), because she had the observation to get the data and she said that there had been have been some relevant researchers conducted, and the another study found that students failed to join the English speaking because of their fear of making mistakes, shyness,



anxiety, lack of confidence, and lack of motivation in English that hindered them from practicing their English speaking. The factor like fear of making mistakes is commonly caused by their fear of being laughed at by their friends.

## 2.5. Aspects of Speaking Performance

Speaking becomes important because it is a skill that can make people easily understand to what things explained. Students' speaking ability is expected to be good because they have learned English since some years before and they will have many performances related to oral skill in universities. But in fact, even college students' speaking ability is still low. It is difficult for them to fulfill some aspects of speaking performance. These aspects of speaking performance include:

### a. Accuracy

According to Nunan (2015), accuracy refers to the extent to which the learners' speech is grammatically acceptable, with clear, intelligible pronunciation and appropriate choice of vocabulary.

### b. Fluency

Fluency is the extent to which the learner can speak at an acceptable speed with few false starts and hesitations (Nunan, 2015). Lade (1961, p. 240) points out that speaking ability is described as the ability to report acts or situation, in precise words, or the ability to converse or to express a sequence of ideas fluently. Research into listener's perception suggests that pausing is one of the factors of fluency (Thornbury, 2005, p. 6-7). Furthermore, Thornbury (2005, p. 8) states that people can be said as fluent speakers if they fulfill the following features:

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- Pauses may be long but not frequent.
- Pauses are usually filled.
- Pauses occur at meaningful transition points.
- There are long runs of syllables and words between pauses.

Foster and Skehan in Nunan (2004, p. 87) propose a model in assessing speaking in which fluency is measured by considering the total number of seconds of silence and time spent saying 'um' and 'ah' by subjects as they complete a task.

### c. Pronunciation

According to Thornbury (2005, p. 128-129), pronunciation refers to the student's ability to produce comprehensible utterances to fulfill the task requirements. Harmer (2001, p. 28-33) provides more issues related to pronunciation. He suggests pitch, intonation, individual sounds, sounds and spelling, and stress. Pronunciation becomes important because it gives meaning to what is being said. Wrong pronunciation may cause misunderstanding or people involved in a conversation are offended.

### d. Grammar

According to Brown (2001, p. 62) "Grammar is the system of rules governing the conventional arrangement and relationship of words in a sentence".

In relation to contexts, a speaker should consider the following things:

- Who the speaker is
- Who the audience is
- Where the communication takes place
- What communication takes place before and after a sentence in question



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- e. Implied versus Literal Meaning
- f. Styles and Registers
- g. The alternative forms among which a produce can choose.

#### e. Vocabulary

Thornbury (2005, p. 22) suggests three usual things used by speakers in what they are being said:

- a. When people speaking, they are involving high proportion of words and expressions that express their attitude (stance) to what is being said.
- b. Speakers usually employ words and expressions that express positive and negative appraisal because a lot of speech has an interpersonal function, and by identifying what people like and dislike, they are able to express solidarity.
- c. A speech also usually employs deictic language, i.e. words and expressions that point to the place, time, and participants in the intermediate or a more distant context.

#### f. Interactive Communication

Thornbury (2005, p. 129) "Interactive communication refers to the ability of a candidate to interact with the interlocutor and the other candidates by initiating and responding appropriately and at the required speed and rhythm to fulfill the task requirements". Brown (2001, p. 269), the most difficulties faced by students in speaking are the interactive nature of communication. In speaking, especially when they are having a conversation they are engaging in a process of negotiation of meaning. Thus, learners usually have problems in how to say things, when to

### g. Appropriateness

- Setting
- Participants
- Gender
- Channel
- Topic

According to Halliday (1985, p. 87) it is wrong that written language is highly organized, structured, and complex while spoken is disorganized, fragmentary, and simple. Brown, Anderson, Shilock, and Yule as cited Nunan (2004, p. 86) declared that what made speaking difficult were related to the type of information that had to be conveyed and were concerned the scale of the task and interrelationships among the different elements involved. The spoken language is complex in a different way. The complexity of written language is static and dense, while spoken is dynamic and intricate.

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### 2.5.1. Factor Affecting Speaking Performance

There are many factors which have impact on language learning. These factors are divided into internal and external factors.

#### 1. Internal Factor

Internal factor refer to factor that come from learner self. It's including physiological aspects and learners language competence (ability).

##### a. Psychology

Burns and Joyce as cited in Nunan (1999); Schwartz (2005); and Thornbury (2005) argue that psychological factors such as anxiety or shyness, lack of confidence, lack of motivation, and fear of mistakes are the factors commonly that hinder students from speaking. Furthermore, Brown claimed that no successful cognitive or affective activity can be carried out without some degree of self- esteem, self-confidence, knowledge of yourself, and belief in your own capabilities for that activity (Brown, 2002). Self-esteem represents the degree of one's confidence and belief in himself or herself. From the observation of classroom learning, we can find that learners with high self-esteem manifest more confidence and give more positive evaluations on themselves which will promote their language learning. Some students fail in oral English learning or feel less willing and confident in speaking English in class because they have a low self-esteem. A study conducted by Koichi Sato (2003 in Minghe & Yuan, 2013) finds that students of English are not highly competent in speaking because of their fear of making mistakes. The same finding is also shared by another research conducted by Ballard (1996, in Yan, 2007) who finds that students fail to join in

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the English discussion because of their vocabulary problems and fear of making mistakes resulting in their inability to speak English well. In addition, she says that students find speaking English a stressful activity especially if they have to perform something using English. Moreover, Motivation is also an important factor in language learning success. Brown (1980, p.112) defines motivation as an inner drive, impulse, emotion or desire that moves one to a particular action. It's known to all that proper motivation will draw learners' attentions and arouse their interests to learn, thus they are more likely to succeed in language learning.

#### b. Language Competence

According to Chomsky (1965), competence is the ideal language system that enables speakers to produce and understand an infinite number" of sentences in their language, and to distinguish grammatical sentences and ungrammatical ones. According to Wikipedia, the term linguistic performance was used by Chomsky in 1960 to describe the "actual use of language in concrete situation". It is used to describe both the production as well as comprehension of the language. In this study, language factor in speaking performance refer to ability of speaker to master the aspects of language while communicating. These aspects included: fluency, intonation, vocabulary, pronunciation, and grammar,

#### c. Topical Knowledge

Topical knowledge is defined as knowledge structures in long-term memory (Bachman & Palmer, 1996 as cited in Tuan & Mai, 2015). In other words, topical knowledge is the speakers' knowledge of relevant topical information. The information that topical knowledge provides enables learners to

use language with reference to the world in which they live. Bachman & Palmer (1996) state certain test tasks may be easier for those who possess the relevant topical knowledge and more difficult for those who do not. They believe that topical knowledge has effects on speaking performance. Huang (2015) conducted a research to explore the relationships among topical knowledge, anxiety, and integrated speaking test performance. One of his finding shown that topical knowledge strongly influenced integrated speaking performance though in an opposite manner.

## 2. External Factors

### a. Performance Condition

According to Nation & Newton as cited in Tuan & Mai (2015), students perform a speaking task under a variety of conditions, and they believe that performance conditions can affect speaking performance. They suggest four types of performance conditions include time pressure; planning, the standard of performance, and the amount of support (Nation & Newton, 2009 as cited in Tuan & Mai, 2015).

### b. Learning environment

In their research, Minghe & Yuan (2013) stated that “another eternal factor that affects students’ oral English learning is the lacking of good language learning environment. English is a language used in communications, so a good language environment can effectively promote learning. But for most of the Indonesian students, English is a foreign language they learn at school, and mostly, students



Vocabulary is an important aspects in teaching and learning a language (Edward, and Vallette, 1997, p.149) “vocabulary is one of the important factors in all language teaching; students must continually learn words as

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they learn structure and as they practice sound system. Furthermore, Laufer (1997, p.54) rehearse that vocabulary learning is at the heart of language learning and language use. In fact; it is what makes the essence of a language. Without vocabularies, speakers cannot convey the meaning and communicate in the target language.

### Grammar

According to Jeffrey & Stacy (2003, p.171) “language grammar is a set of rules that govern its structure, which determines how words are arranged in units forming meaningful language.” Similarly, Michael (2005) defines grammar as “the rules that explain how words are combined, arranged, or changed to show certain kinds of meaning.” Furthermore, according to Ur (1996), sometimes grammar is defined as “the way words are put together to make correct sentences. 2. Non Linguistic Problems

According to Ur (1996), there are four main problems faced by students in speaking.

#### a. Inhibition

In his book, Ur (2000, p. 111) stated that “learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about making mistakes, fearful of critics or losing face, or simply shy of the attention that they speech attract.” Moreover, Latha (2012) reported that inhibition is the most common problem faced by students in learning foreign language. They worried to make mistake in speaking the language because they are afraid the speaker will criticize of them. Thus, in this



condition they have high inhibition that causes them to keep silent. Therefore, Inhibition must be reduced by thinking that everyone has to make mistakes and the mistakes are an experience for going to be better.

b. Nothing to say

Even if they are not inhibited, many learners complain that they cannot think of anything to say, they have no motive to express themselves beyond the guilty feeling that they should be speaking.

c. Low or uneven participation

Only one participant can talk at the time if he or she is to be heard and in a large group this means that each one will have little talking only, this problem is compounded by the tendency of some learners to dominate, while others speak very little or not at all.

d. Mother tongue use

In classes where all, or a number of the learners share the same mother tongue, they may tend to use it because it is easier and it feels unnatural to speak too another in foreign language. If they talk in small groups, it can be quite difficult to get some classes particularly the less disciplined or motivated ones to keep on using the second language.

## 2.6. Related Studies.

A number of studies have been carried out studying the way in improving students' ability in speaking skill. The results indicated that the methods, techniques, or strategies could better improve the students' ability in speaking.

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The first research was conducted by Fhuri Megawati (2018), a thesis for her Magister. She conducted a research entitled "The Effect of English Subtitle in "Zootopia Movie on Speaking Skill for 9<sup>th</sup> Grade Students". The design of the research was quantitative with quasi- experimental research. The research was about English subtitle could describe as practice media to help the students when they understood to watch video. English subtitle could combine with sound, picture, song in the video. The finding showed that there was a significant effect of English Subtitle in "Zootopia on speaking Skill for 9<sup>th</sup> grade students.

The second research was done by Rizka Alfi Qurrota A'yunina (2018). The research entitled, "The Effectiveness of Using Youtube Video on the Second Grade Students' Speaking Ability in Recount Text at MTs Assyafi'iyah Gondang", the result of the research showed that English used of YouTube video was really effective to be used in teaching speaking ability. One of teaching media that were easy and interesting to apply in teaching speaking was YouTube video. YouTube video could be supported by interactive activities in an attempt to stimulate teaching speaking.

The third research was carried out by Fatma Ningsih (2018). The research entitled Using English Video Conversation "Asking and Giving Opinion" to Improve Students' Speaking Ability. The population of her research was Junior High School students In this research, the researcher found that the students' speaking ability improved after the process the teachers drilling the students' pronunciation continuously and applying vocabulary practice using English video conversation "asking and giving opinions".



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The fourth research was done by Rizka Amalia (2018). The title of his research is Improving Listening and Speaking Achievements of the Eighth Grade Students of SMP Negeri 6 Metro by Using Videos plus Discussion Method. The result showed that the videos plus discussion method was considered as one of the effective ways to improve the students' listening and speaking achievements. By watching the video, their idea could come up more easily because they could show the story directly. It made them easier to write the story.

The fifth related study was a study written by Mohammad Jafar Jabbari and Roghieh Sadeghi (2014) entitled "The Effect of Learning Strategies on the Speaking Ability of Iranian Students in the Context of Language Institutes". This study aimed to provide insights into figuring out if learning strategies could influence the speaking ability of language learners within the framework of private language centers. The population of their research was 60 homogeneous language learners studying at a private language center in Shiraz, Iran. The participants were randomly divided into two groups of experimental and control. The experimental group received the strategy-instruction along with their usual conversation, and the control group received their usual nonstrategic instruction throughout a semester. At the outset of the study, both groups were given two pre-tests, an interview to test their speaking ability and a questionnaire to check their awareness of the strategies. The same instruments were given to the participants as post-tests at the very end of the semester. Using descriptive statistics, the findings of this study showed that instruction of the strategies made a significant positive difference in the learners' use of the strategies in private language center.





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From the related studies from number 1 up to 5 above, the similarity of the research with this study was using speaking ability as one of the research variables. The population of the related studies were also similar that is junior high school students, except, related study number 5 was not similar in that it used junior high school students as participants. The difference was the design of the research where the first and the second and the fifth related studies used quasi-experimental research with pretest and posttest equivalent group design/ The third and the fourth related studies used Classroom Action Research (CAR). while this research was conducted by using qualitative design. The difference was also dealing with the number of variables and used instruction of the strategies, and the finding made a significant positive difference in the learners' use of the strategies in private language centers but this study used speaking test, and research spot was also different. The result of the study showed that there was a positive relationship between language learning strategies and speaking ability.

The sixth related study was a research conducted by Joshua Howard in the year of 2010; he conducted a research which talked about the relationship of extraversion with ESL. He tried to prove the most recent research that concluded that Extraversion had been proposed as an influence on the success of a second language learner. He investigated the effects of extraversion on the spoken English performance of 25 native speakers of Spanish. As a result, he found that Extraversion correlated negatively with verbal accuracy.

The seventh related study was a research done by Sofyan A. Gani, Dian Fajrina & Rizaldy Hanifa (2015). This study was conducted to study the learning





strategies used by both low and high-performance speaking students in developing their speaking skills as well as the differences between their learning strategies. The reason for conducting this research was that the competency of many students in speaking English was still considered unsatisfactory in Banda Aceh. They postulated that one aspect involved in the process of developing speaking skills was the learning strategies used by the learners. In this study, the data were collected through field research by means of documents, questionnaires, and interviews. The result of this study indicated that high performance speaking students had better balance in using all kinds of learning strategies (memory, cognitive, compensatory, metacognitive, affective, and social) for enhancing their speaking skills; the same could not be found with low performance speaking students. Besides, the high-performance students employed more learning strategies consciously and appropriately compared to the low performance students. Based on the research results, it was suggested that students should be trained to be more aware of their own speaking learning strategies. They should use appropriate language learning strategies more consciously, purposefully, and frequently to be more successful in developing their speaking skills.

The eighth is a research of Laleh Moqaddas, Saleh Haqshenas and Maryam Gol (2013). The present study was an attempt to investigate the relationship between personality traits and their speaking ability. The existence of relationships between gender and students' personality traits and their speaking ability taken into consideration, too. To this end, the present study surveyed and analyzed 50 males and females in Shokouh language institute in Darab in the

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summer of 2012-2013. Regarding the aims of the study, they took part in the Eysneck personality questionnaire and also were interviewed about "a trip they had". The result of the correlation procedure analysis indicated that there is no relationship between two variables. Furthermore, regression analysis is not allowed. Findings also indicated that there was a neutral relationship between students' personality traits and their speaking ability. The results of the t-test showed that students' gender has a relationship with their personality traits. In this study, statistical techniques such as mean, standard deviation, Pearson correlation, multiple regression and independent sample t-test were used.

The ninth related study was a research of Marwiyah and Kaswan conducted a research entitled "*The Influence of Student's Learning Style on Their Speaking Ability at Class IX of Mts Muslimin Peusing Bandung Barat*". The research showed one of the important factors contributing to the phenomenon was that the teacher's teaching style that did not match the learning styles of learners. The objectives of the research were to identify whether students' learning styles influence of speaking ability at class IX of MTs Muslimin Peusing Bandung Barat and to find out which learning style was the best in learning speaking skill. In the research design, the writer used quantitative research, or more specially the survey method which consisted of two classes (40 students) as the sample. Questionnaire and test were as the instruments. Data analysis show that there was no significant difference among students' speaking ability based on their learning styles because the data clearly reported that all the results of significant value were higher than 0.05. Meanwhile, to have the significant difference, the sigh,





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value or the significant value should be lower than 0.05. The conclusion was the best speaking score was an individual learner from other learning styles, and there was no significant difference between learning style on their speaking ability.

The tenth related study was carried out by Khampeng Sengbounthan in 2011. The study entitled "Improving Students' Speaking Skill; by Using Buzz Group: A Classroom Action Research at the seven grade of Nang Bone Public High School in Laos. The population consisted of three classes. One of the classes became the sample of this study which consisted of 18 males and 17 females. He found out that the use of Buzz Group could improve students' speaking skill. It improved not only students' speaking skill but also their motivation, vocabulary, grammar and pronunciation.

From the explanation of related studies number 7 up to 10 above, the related study had almost similar variables for this study, namely speaking ability for related studies number seven up to ten, while related study number six used speaking language performance.. The research design was different, the previous research used correlational research design while this study was qualitative design. The difference was the design of the research, related studies number six up to nine used correlational research design while related studies number 10 used classroom action research (CAR), but this research was conducted by using qualitative design and the research spots. Objects and schools were also different, and the research findings were significant different from one to each other.

Related studies above were some most related previous studies to this researcher's study. Few studies which had the same research design, and in



majority the related studies used quantitative design. The instruments used were more different. The research design of those researches had also similarity to this research. However, although many scholars have conducted research to find out the correlation among the variables, the result always showed different. It might be influenced by the aims and subject of the research.

Compared to this study, various similarities appeared, and offered a different theory in elaborating and analyzing the data. It is hoped that it would help further researchers to adopt the result. Although many researcher had been conducted a research about strategy and techniques for teaching speaking, more studies need to be conducted in using appropriate ways for teaching speaking. Therefore, the researcher was encouraged to conduct a research in teaching speaking by using videos.

## 2.7. Conceptual Framework and Indicators

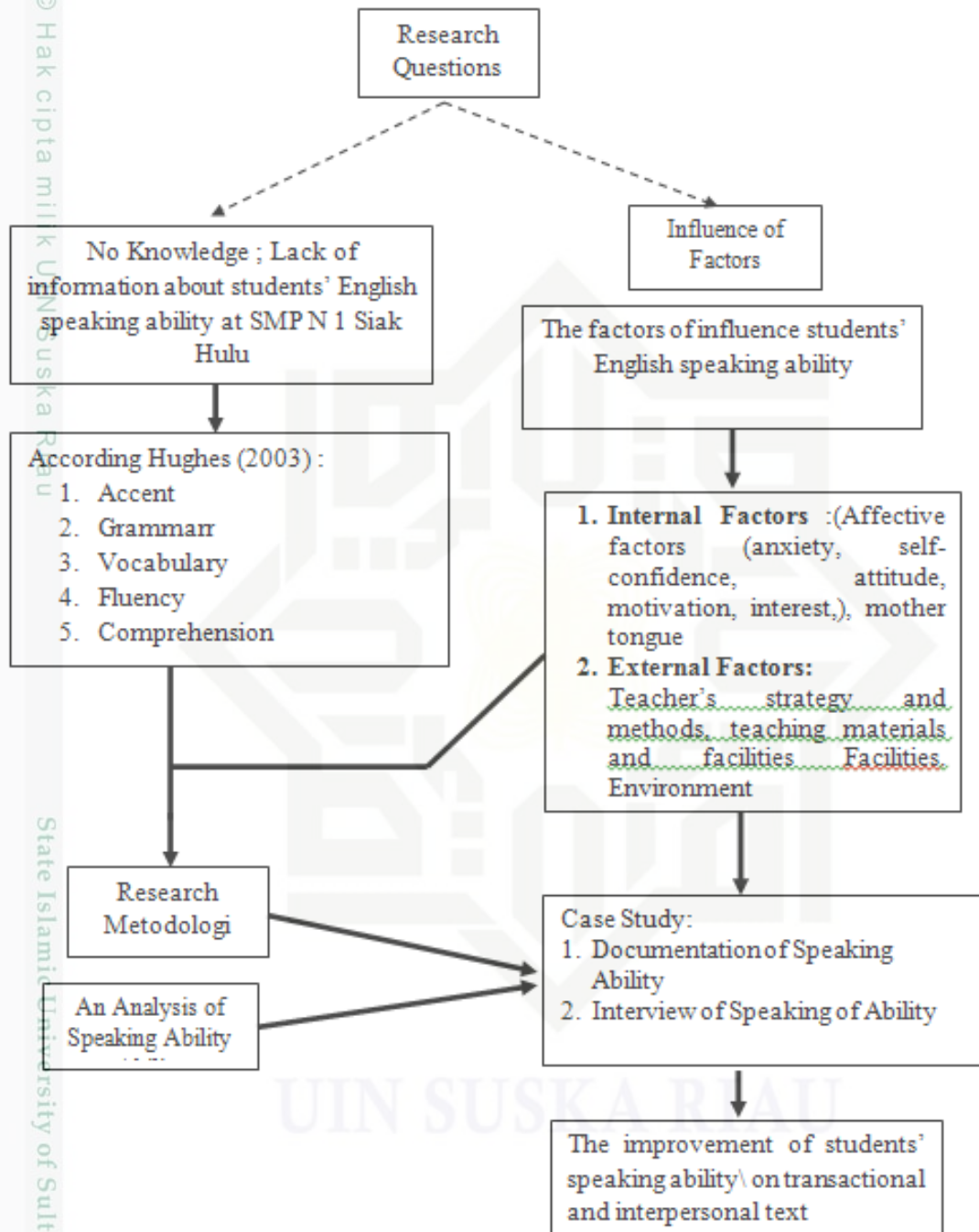
The framework of this research would be conceptualized into two ways:

1. The problems to be solved and
2. The tool of solving the problem.

The problems that needed to be solved were the students' ability in speaking skill on transactional and interpersonal text was still low. The researcher assumed that by using videos, the problems could be solved. The assumption based on some theories about using video which have been discussed previously.

The conceptual framework can be drawn as follows:

## II.6 Diagram of Research Questions





## CHAPTER III

### RESEARCH METHODOLOGY

This chapter deals with the research methodology covering the research design, site of the study, research participants, techniques of data collection and technique of data analysis. Each of them is presented as in the following:

#### 3.1 Research Design

This research was a case study focusing on the analysis of the students' ability in speaking English of Transactional and Interpersonal Texts and the factors that influenced the students' ability in speaking at SMP Negeri 1 Siak Hulu Kampar Regency. The case study is an approach to the study of social phenomenon; its various genres are naturalistic and interpretative, and they draw on multiple methods of inquiry. Some characteristics of qualitative research take places in the natural world, uses multiple methods that are interactive and humanistic Marshall (1999, p.:2). Being naturalistic means that the research is natural, on the normal situation without manipulating the condition, and which emphasizes the natural description. Sugiyono (2008,p.8) stated that the process of taking the data goes naturally. From the definition, the natural source is the direct source of data, and the researcher is a key instrument in a case study.

Mulyana (2008:201) stated that case study is the comprehensive explanation about some aspects of individual, group, organization (community), program or social situation. Case study in this research is that the researcher tried to analyze of the students' ability in speaking English dealing with Transactional and





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Interpersonal texts and the influencing factors of their ability in speaking English at SMP negeri 1 Siak Hulu, Kampar Regency.

Case study is a research method involving an up-close, in-depth, and detailed examination of a particular case. For example, a case study in medicine may examine a specific patient a doctor treated, and a case study in business might study a particular firm's strategy. Generally, a case can be nearly any unit of analysis, including individuals, organizations, events, or actions. ([https://en.wikipedia.org/wiki/Case\\_study](https://en.wikipedia.org/wiki/Case_study)).

Robert K. Yin in his book 'Case Study Research Design and Methods' (2014), states that case study research has gained considerable acceptance as a research method, likely a result of Yin's unyielding position that case study be considered a separate and all-encompassing method with its own research design. This current edition of the book is heavily influenced by the advances in case study research and remains a definitive guide on how to design more rigorous and methodologically sound case studies that will stand up to questions of validity and reliability. Importantly, Yin manages to link theory and practice by presenting the breadth of case study research and its historical significance at a practical level. It is Yin's view that, when "the process has been given careful attention, the potential result is the production of a high-quality case study"

A case is defined as "a phenomenon occurring in a bounded context." (Huberman and Miles 1994). Therefore, while a case study may be thought of as a methodology, a case is not. It is an object to be studied (Clandinin and Connelly 1994). A case study is an in-depth study of the case or of a group of cases, the



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bounded system. The case is bounded by specifying time and place. It centers around a phenomenon such as a program, event, or activity, or it may center around an individual or group(s) of individuals. The case study should utilize multiple sources of information including interviews, observations, documents, reports, and archival material. In describing the case, it should be put in context. This could include descriptions of the physical, organizational, social, political, or economic settings.

In addition, this research also focused on descriptive qualitative method. Descriptive method does not have a purpose to test a certain hypothesis, but just describes some variables and condition naturally, Arikunto (1998,p.234). Thus, descriptive qualitative method in this research has a purpose to describe about the an analysis of students' ability in speaking English of Transactional and Interpersonal Texts and the influencing factors at SMP Negeri 1 Siak Hulu, Kampar Regency.

The characteristics of Case Study are:

1. The number of unit to be studied is small.
2. It studies a social unit deeply and thoroughly.
3. It is qualitative as well as quantitative.
4. It covers sufficient wide cycle of time.
5. It has continuity in nature.

## 2.2 Location and Time of the Research

This research was conducted at SMP N 1 Siak Hulu Kampar Regency. It is one of the state junior high schools which is located at 128, Kubang Jaya Street,

Siak Hulu district, Kampar Regency. The research was undertaken for two months beginning from August to September 2020.

### 3.3 Participants of the Research

The participants of the research were the students of seventh grade of SMP N 1 Siak Hulu consisting of ten classes with 320 students' altogether. Of this total, only 20 students were taken to become the participants or informants of the research using purposive sampling technique.

Besides 20 informants, three English teachers were also involved as the informants to elaborate the second research question that is to find out the influencing factors of the students' ability in speaking.

### 3.4. Data Collection Techniques

The data of this research were obtained from the participants using interview and documentation. The interview was in the form of focus group discussion and the documentation was in the form of written data that supported the data gained from the interview.

#### 1. Documentation.

According to Babbie (2010), document analysis is "the study of recorded human communications, such as books, websites, paintings and laws" (p.530). Document analysis is a method of data collection which involves analysis of content from written documents in order to make certain deductions based on the study parameters. The method is mainly used in qualitative research as a method of qualitative analysis.





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In the analysis of documents, the researcher must bring out the document types (eg., reports, records etc), the kinds of document (government or institution documents), the dates, where they are written, authors and titles, the aim of the document, the factual information contained, why the document is a valuable source of information, how the document can be used, what the document does not answer and could be answered by the author should all be brought out (Marshall, and Rossman, 1995). This is done in order to validate the documents.

One of the main advantages of document analysis is that the method facilitates the collection of a large amount of reliable information without necessarily questioning many people.

Furthermore, the documentation in this research was in the form of video data containing the recordings of students' speaking abilities about transactional texts and interpersonal texts. Because this research is in the form of a case study, the documentation used was in the form of videos or voice recordings through the WA group regarding the students' speaking ability of transactional and interpersonal texts, both individually / monologically and dialogues conversations.

## 1. Interview

Interview is one of the foremost important data collection techniques in qualitative research. Fraenkel, Wallen, & Hyun (2011, p. 450) said that it had been useful to see the accuracy, to verify and refute the data which was gathered from observation. Interview usually was held face to face on one-to-one basis to explore information deeply especially for the most sources. The interview was held by



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having focus group discussion. The respondents were divided into 4 groups. Each groups consisted of 5 interviewees.

Creswell (2012, p. 132) suggested that during a qualitative research, the interview questions might be open ended which is meant that in the interview session, the participants are released to offer their opinions without disturbing by writer's perspective. So during this study, the researcher applied focus group discussion and recorded the interview to urge the important perspective of the participants that to get information about influencing factors of mastering speaking ability.

The technique was used to get some data by asking some questions directly to the students as the participants of this study in focus group discussion. This was used to identify the students' influencing factors of speaking ability dealing with mastering transactional and interpersonal texts. The primary objectives of the interview were to find out deeper information about the influencing factors of the students' English speaking ability.

The interview rule was that the researcher asked each interviewee the questions about the influencing factors of speaking ability of mastering transactional and interpersonal texts, and the participants gave the responses in turn and also asked questions and answers among them. The interview questions supported the research questions on factors influencing the implementation of students' ability in teaching and learning process. An audio recorder was used in the interview in order not miss all information given by the interviewees.

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The second interview was also done to three English teachers of this school in depth structured interview in order to get the information about the influencing factors of the students' speaking ability dealing with transactional and interpersonal texts. The teacher's interview called Interviewer I, was completed to understand the the teachers' views about the influencing factors of the students' speaking ability in teaching speaking while the students' interview was called Interview II, aimed to understand their responses about the teacher's strategies in teaching and learning process in the classroom. The interview included informal depth semi-structured interview which meant that the interview included open-ended questions. It creates space for new ideas to be mentioned during the interviews as a result of what twenty students and two teacher interviewees have mentioned.

The interview was conducted towards the seventh grade the students of SMPN 1 Siak Hulu, Kampar Regency. Jennifer Mason (2002, p. 62) stated that although the large variations of styles and tradition, all qualitative and semi-structured interviewing have certain contents features in common:

- a) The interactional exchange of dialogue (between two or more participants, in face-to-face or other contexts)
- b) A thematic, topic-centered, where the researcher has topics, themes or issues they want to cover, but with a fluid and flexible structure.

A perspective related to knowledge as situated and contextual, requiring the researcher to ensure that relevant contexts are brought into focus so as that the situated knowledge are often produced. Meanings and



understandings are created in an interaction, which is effectively a coproduction, involving the event or reconstruction of knowledge.

Interview occurred when researcher asked one or more participant's general, open-ended questions and their answers were recorded (Creswell, 2012, p. 217).

Rea and Parker (1992) in Nana Syaodih (2006:84), states there are several advantages from direct interview as follows:

- a) Flexibility; the question can be asked verbally or within and answered forthwith and some questions which are not clear or doubt can be clarified directly.
- b) Greater complexity; the researcher can ask the complex questions.
- c) Ability to contact hard-to-reach populations; enabling to collect the data from the samples which are difficulties to be contacted by telephone or letter.
- d) High responses; possibility to give bigger answers than equate through post.
- e) Assurance that instructions are followed; possibility the responder gives the answer which is expected by the researcher.
- f) The purpose of interviewing people is to find out their mind, what they think or how they feel about something. The researcher interviewed the students to find out the influencing factors of the students' speaking ability on transactional and interpersonal texts using a tape recorder, so the interviewer recorded all of interviewees' answers from the interviewer's question which

was given orally based on the problem of study, so the researcher recorded their answers, and then transcribed and typed the data into a computer file for analysis.

#### 4.4 Data Analysis

To analyse the data, the researcher used 2 ways technique. To answer the first research question, the writer used Hughes (2003) rubric which was presented an assessment rubric about students' ability to speak in English. In this case, the author uses a rubric based on the theory of Hughes (2003). Here the scoring rubric has five indicators, namely: accent, grammar, vocabulary, fluency and interactive communication. Meanwhile, to answer the second research question the researcher conducted the interview with the English teachers and few students to support the second research questions about the factors that influenced the participants' speaking ability.

The data analysis in this research was in the form of descriptive qualitative without using numerical measures but emphasized on description. This research produced descriptive data in the form of written words. The purpose of this research was to describe research finding elaborately.

Lodico (2010, p.180) states that there are seven steps involved in qualitative data analysis and vary according to the research questions and the type of approach taken, the steps are listed as follows:

1. Prepare and organize the data.

This type of transcription involves data analysis as well as preparation, analysis of the data at the same time as that one is preparing and organizing.



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The interviews were tape preparation involving transferring the information from the recorded interviews into a written form.

2. Review and explore the data.

The researcher makes note to themselves about the data as they collect it.

This means that the researcher has already begun the process of reviewing the data before begin the formal analysis of it.

3. Code data into categories.

The researcher identifies different segments of the data that describe related phenomena and labeling these parts using broad category names. It is an inductive process of data analysis. The researcher create codes for the analysis of students' English speaking ability which is used to analyze data in field note.

4. Construct thick descriptions of people, places, and activities.

The researcher should describe detailed descriptions of the people, places, and events in the study. It also includes the experiences, perspectives, and physical settings represented in the data.

6. Build themes and test hypotheses.

The researchers provide the organizing ideas and use to explain what they have learned from the study. So the researcher describes and identifies the major concepts or issues that the researcher uses to interpret and explain the data.



## 7. Report and interpret data.

The researchers interpretes what the data mean. So the research is reported in a mostly non quantitative, narrative manner, which often makes it enjoyable to read. From the definition above, the researcher obtained the data through the observation and interview of the participants of 20 students of grade 7 SMPN 1 Siak Hulu, Kampar Regency, and three English teachers and the headmaster to get the data dealing with the influencing factors that the students had in teaching and learning process.

After collecting the data, the data were analyzed. The technique of analyzing the information was continuos during research. The information was analyzed in qualitatively involving three steps; namely, the data reduction, the data presentation/data display, verification and conclusion drawing (Sugiyono, 2008: 337).

### a. The Data Reduction

Moleong (2000, p. 190 in 'Research Method in Language Learning' defines that it is a process of creating summary from the most point, arranging it and categorizing it based classification. Data reduction starts by explaining, selecting the essential things, that specialize in something important to the content of data which derives from the field. The researcher categorizes data taken from the interview and observation. During this step, the researcher interviews the subjects of this study. The researcher also conducted observation within the class and took notes in process of succeeding the data or information.

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#### b. The Data Presentation/Data Display

Miles and Huberman (1984) in Sugiyono (2008,p. 341) state the foremost frequent sort of display data for qualitative research data within the past has been narrative text. In qualitative research, the info display might be wiped out the shape of shot narration, chart, flowchart, etc. watching the info display would help to know what was happening and to try some things for further analysis or caution thereon understanding (Miles and Huberman (1984) in Sugiyono, (2008,p.341).

Then, after selecting and taking the information supported some criteria, the researcher presented and described the data. Data display shows that the data are reduced within the form patterns. It helps the researcher to know the data.

#### c. The Conclusion Drawing/Verification

After describing and interpreting, the researcher made general view toward the results of the interpretation. The conclusion then was made to support the overall view. The conclusion of this research would be the outline of the teacher strategy by using scientific approach in teaching speaking skill at SMP N 1. Shortly, the steps in analyzing the information were that the researcher collected the data. Then, the researcher selected, identified, and focused on the data by referring to formulation of the research problem. Then, after selecting the information,, the researcher displayed those data into good sentences for a conclusion to be drawn.



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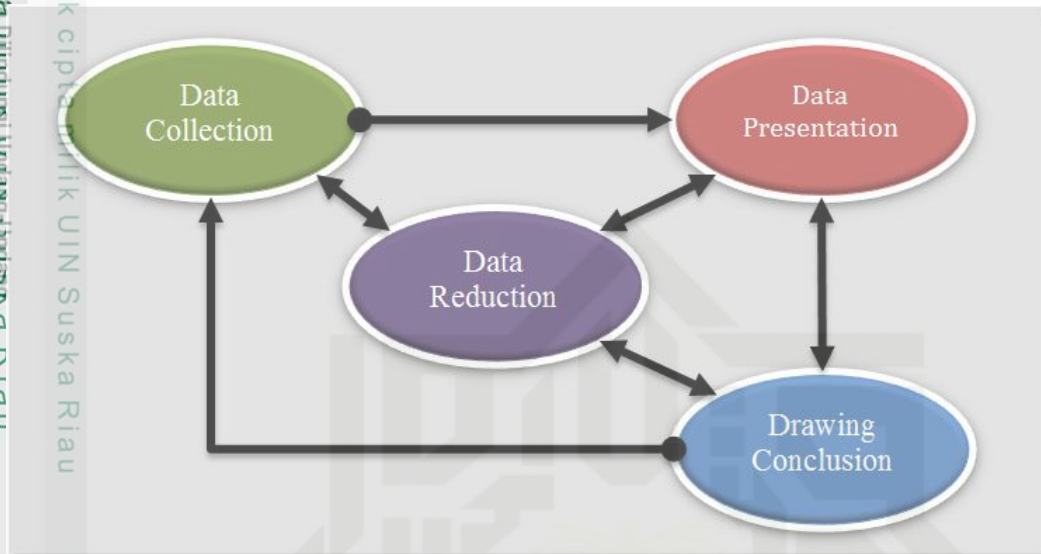
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**TABLE: III.2**  
**The Scheme of Interactive Model Analysis**  
**By : Miles & Hubermen (1984)**



### 3.5 Ethical Consideration

In social science like this research, an ethical issue is essential for doing any research. Wellington in Absor (2016,p.78) argued that ethic is an important aspect in all forms of research. Bryman supports this point by stating ethical issues cannot be ignored as they relate to the integrity of a piece of research and of the discipline that is involved. Therefore, this research was conducted in such an ethical way:

Before taking the data of this research, approvals from related institutions were obtained respectively. The Postgraduate Program (PPs) UIN Sultan Syarif Kasim Riau administered some administration procedures and endorsed formal letters related to the local government office to get consents. PPs issued an official letter to be sent to Public Service Office in Pekanbaru, and then the Public Service Office would formally grant the recommendation and forwarded to the office of



PPs UIN Suska Riau. The approval was used to gain the intended data instructed by the director of PPs UIN Suska and then the researcher would approach the principal of the selected school. She gave her approval for this study to be conducted in her school. After getting a permission from the principal, and when the research plan had been exposed and negotiated well, the researcher began the data collection. Before, conducting the observation and the interview, the participant consents forms were required for this research. This consent form also clearly informed that the data collected were recorded and stored safely, confidentially and only used for this research.

### 3.6. Indicators of Speaking Ability Assessment on Transactional and Interpersonal Text

No.	Language Components	Description
1	Pronunciation	1. Pronunciation of individual sounds and words 2. Pronunciation of sentences, the right intonation and stress
2	Grammatical Accuracy	Accurate use of structure, or how the learner gets his/her utterance correct
3	Vocabulary	The learner's ability in choosing appropriate words and how to solve the problems when he/she cannot find suitable words by explaining around the word
4	Fluency	1. The ability to keep the conversation going 2. Read a text smoothly without hesitation, or inappropriate pause, or repeating words/lines
5	Interactive Communication	The ability to get the meaning across the listener

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## (2) Scale Criteria

Scale	Proficiency	Category	Description of Criteria
0	10 – 39%	Very Poor	Pron : Many wrong pronunciation GA : No mastery of sentence construction Voc : Little knowledge of English words Flue : Dominated by hesitation IC : Message unclear
1	40 – 50%	Poor	Pron : Frequent incorrect pronunciation GA : Major problems in structure Voc : Frequent errors of word choice Flue : Frequent hesitation IC : Disconnected idea
2	60 – 70%	Average	Pron : Occasional errors in pronunciation GA : Several errors in structure Voc : Occasional errors in word choice Flue : Occasional hesitation IC : Ideas stand but loosely organized
3	75 – 80%	Good	Pron : Some errors in pronunciation GA : Minor problems in structure Voc : Minor errors in word choice Flue : Minor hesitation IC : Clear and organized ideas
4	85 – 100%	Very Good	Pron : No errors/Minor errors GA : Demonstrates mastery of structure (few errors) Voc : Effective/appropriate word choice Flue : No hesitation IC : Well organized and clear ideas

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### III.5 Research Timeline

No	Activities	Month																			
		July				August				September				October				November			
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1.	Proposal Preparation																				
2.	Instrument preparation																				
3.	Coming and getting permission of the school																				
4.	Observation																				
5.	Analyzing data																				
6.	Conducting interview																				
7.	Analyzing data from Interview																				
8.	Writing and guiding report of the research																				
9.	Analyzing data and writing of the research																				

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## CHAPTER V

### CONCLUSION, IMPLICATION AND SUGGESTIONS

This final chapter provides conclusion, implication, and suggestions. The conclusion is drawn on the basis of the analyzed data and the findings of the research. First of all, the chapter begins with the conclusion.

#### Conclusion

Based on the findings of the study, a conclusion could be drawn that the students' ability in speaking was good with the percentage of 74 % with some errors in pronunciation, minor problems in structure, minor errors in word choice, minor hesitation and clear organized ideas. Then, based on the interview with English teachers and the students, there were two factors influencing the students' ability in speaking; namely, internal factors and external factors. The internal factors included motivation, self-confidence, anxiety, mother tongue, and shyness, whereas external factors included teaching materials, teacher strategies, vocabulary, pronunciation, difficulty and confusion in making English sentences, and fear of making mistakes.

#### Implication

Teaching English as foreign language is not easy especially to students whose mother tongue is not English. Teachers need to consider the level of the students in terms of teaching materials and teaching strategies. At this level of students under the research it is important to pay attention to the use of two languages in teaching; that is, English and Bahasa Indonesia. The percentage of

using each of the language depends on the student's ability in using the language.

In the case of teaching speaking, the teaching materials should be matching their level and should be interesting that can arouse their interest and motivation to study and practice the language. In this case, the teacher must possess good English for the students to imitate when they are practising the language.

### Suggestions

In reference to the research finding, the researcher would like to give some suggestion to the following individuals.

#### 1) The teacher

With regard to the finding of the study where the students' ability in speaking was not very good, it is suggested that the English teacher needs to introspect and evaluate himself especially his ability in teaching English as there must be something wrong in his teaching. The teacher needs to use both English and Bahasa Indonesia to some extent and use appropriate teaching strategies in teaching speaking along with necessary teaching aids to make the students understand the material being presented.

It is also suggested that the teacher keeps on motivating the students to practice using English as much as they can under his control so that the students have self-confidence in learning English. More importantly, the teacher should become an example for the students when using the language in the sense he has to have good grammar, vocabulary, and pronunciation.

2) Students

The students are encouraged to practice English with self-confidence and high motivation. They need to be cheerful in class while teaching and learning is in progress and to not be ashamed to ask the teacher when they do not understand the material being taught. The students need to practise their English in peers or groups so that the class atmosphere is always alive and of course it is the teacher who has to create that atmosphere.

3) Future researcher

Given that the recent research focused on the students' ability in speaking English and the factors affecting their speaking ability, it would be a great idea if the next researcher interested in analyzing the students' speaking ability in order to match the students' level with interview questions when collecting data using interview.

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## APPENDIX 1 Students' Score in Speaking Ability

	PRONUNCIATION	GRAMMAR	VOCABULARY	FLUENCY	INTERACTIVE COMMUNICATION	TOTAL
	3	2	4	2	2	65
	4	3	2	3	3	75
	2	2	2	2	2	50
	3	2	4	2	3	70
	2	2	3	3	3	65
	3	2	4	2	3	70
	2	3	2	4	3	70
	2	2	4	2	4	70
	3	3	3	2	4	75
	3	4	4	4	3	90
	3	2	3	3	4	75
	2	3	4	3	3	75
	3	4	3	4	4	90
	3	3	4	3	3	80
	3	2	3	3	2	65
	2	4	4	4	3	85
	3	3	3	4	2	75
	3	2	4	3	3	75
	4	3	3	4	2	80
	4	2	3	3	4	80
<b>TOTAL</b>	14,25	13,25	16,5	15	15	74

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## APPENDIX 2 List of Interview with the English Teacher

1. How long have you been teaching English?
  - A. < 5 years
  - A. >5 years - < 10 years
  - B. >10 years
2. Where did you graduate your study?
  - A. Diploma 3 of English Education Department
  - B. S1 of English Education Department
  - C. D3/S1 of Non- English Education Department
3. How many times have you joined English Teaching training?
  - A. None
  - B. Once
  - C. Twice or More

### Influencing Factors

Assalamualaikum, Sir/Mam

Good morning, and how are you? Thank you very much for your kindness to give the chance for me to interview you. I'd like to ask your time for a while to get information about influencing factors of students' speaking ability. There are more factors that influence the students' speaking ability. They are internal factors and external factors. This study would focus on five factors. They are:

1. Affective Factors like anxiety, self-confidence, attitude, motivation, interest.
2. Mother tongue.

- Y:



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X : How is the influencing factor of “ Mother tongue”? Can you explain

Y :

X : How is the influencing factor of “ Teacher’s strategy or method”? Can you explain it?

Y:

X : Then, I want you to explain to me the influencing factor of “Teaching material?”

Y:

X : At last, How is your opinion about influencing factor of “teaching facilities”?

Y:

I think thank you very much for your kindness.  
Wassalamualaikum.





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### APPENDIX 3, List of Interview with Students

1. Bagaimana menurut anda mengenai pentingnya kosa kata didalam berbicara bahasa inggris?
2. Apakah anda merasa bahwa kurangnya kosa kata yang anda kuasai dalam Bahasa inggris adalah salah satu masalah yang anda hadapi dalam menguasai *speaking* (berbicara)? Jika ya / tidak jelaskan alasan anda
3. Dapatkah anda mencontohkan pengucapan dalam bahasa Inggris yang tepat?
4. Apakah pengucapan dalam bahasa inggris menjadi salah satu masalah bagi anda dalam berbicara bahasa inggris? Kenapa?
5. Bagaimana cara anda membedakan kata-kata yang memiliki pengucapan yang hampir sama dalam Bahasa Inggris ?
6. Dalam membuat kalimat yang benar kedalam Bahasa Inggris, hal apa sajakah yang anda persiapkan?
7. Apakah anda merasa bingung dalam membuat kalimat untuk melakukan percakapan dalam Bahasa Inggris ? jelaskan!
8. Apakah kamu merasa tidak dapat berbicara Bahasa Inggris dengan fasih karena ketidaktepatan penjedaan, irama, tekanan, dan intonasi yang benar ? jelaskan!
9. Apa yang akan anda lakukan jika ada orang lain berbicara bahasa inggris kepada anda? jelaskan!
10. Dapatkah anda merespon jika ada orang lain yang berbahasa inggris kepada anda? jelaskan!



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11. Apakah kurangnya kepercayaan diri menjadi salah satu penyebab masalah yang anda hadapi dalam menguasai *speaking* (berbicara) ?
12. Apakah takut melakukan kesalahan menjadi salah satu penyebab yang anda hadapi dalam menguasai *speaking* (berbicara) ? jelaskan?
13. Apakah merasa cemas menjadi salah satu penyebab yang anda hadapi dalam menguasai *speaking* (berbicara) ? kenapa?
14. Apakah merasa malu menjadi salah satu penyebab yang anda hadapi dalam menguasai *speaking* (berbicara) ? kenapa?
15. Apakah kurangnya motivasi dalam belajar Bahasa Inggris menjadi salah satu penyebab yang anda hadapi dalam menguasai *speaking* (berbicara) ? Apakah hal yang membuat anda agar dapat termotivasi dalam berbicara bahasa Inggris? jelaskan!
16. Menurut pendapat anda, apa saja kesulitan yang anda alami dalam *speaking English*? jelaskan !

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## LANGUAGE DEVELOPMENT CENTER

STATE ISLAMIC UNIVERSITY OF SULIAN SYARIF KASIM RIAU

مرکز ترقيّة اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية



UIN SUSKA RIAU

## CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name : Ali Imran

ID Number : 21790115592

Date of Birth : July 06, 1975

Sex : Male

Test Form : Paper Based Test

Achieved the following scores on the

English Proficiency Test

Listening Comprehension : 56

Structure & Written Expressions : 55

Reading Comprehension : 53

Overall Score : 547

Expired Date : February 17, 2022



English Proficiency Test® Certificate Provided by

Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.

The scores and information presented in this score report are approved.

Address : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004

HP. 0852 7144 0823 Fax. (0761) 858832

Email : [info@pusat-bahasa.info](mailto:info@pusat-bahasa.info) Website : [pusat-bahasa.info](http://pusat-bahasa.info)



The Head of Language Development Center

Mahyudin Syukri, M. Ag

NIP. 19720421 200604 1 003





2. Dilarang mengemukakan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Pengutipan harus menyebutkan sumber.  
b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

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STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

UIN SUSKA RIAU

## شهادة الكفاءة اللغوية

اعطيت الى

Ali Imran

دفع القيد : 21790115592  
الجنس : Male  
المولود : July 06, 1975

بيان النتائج لاختبار اللغة العربية لمعرفة الكفاءة اللغوية

الاستماع : 45  
القواعد : 57  
القراءة : 51  
النتيجة : 510

مستعملة حتى : February 17, 2022



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محى الدين شكرى الما جوستير  
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**PEMERINTAH KABUPATEN KAMPAR**  
**DINAS PENDIDIKAN KEPEMUDAAN DAN OLAH RAGA**  
**SMP NEGERI 1 SIAK HULU**

Sekolah Standar Nasional (SSN) Akreditasi A  
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Website: www.smpn1siakhulu.sch.id. Email: smpn1siakhulu@yahoo.com Kode Pos 28452



**SURAT KETERANGAN**

NOMOR : 422/SMPN1.SH/2021/119.a

Yang bertanda tangan dibawah ini Kepala SMP Negeri 1 Siak Hulu Kabupaten Kampar Provinsi Riau. Dengan ini menerangkan bahwa:

Nama : **ALI IMRAN**  
NIM : **21790115592**  
Universitas : **UNIVERSITAS ISLAM NEGERI SUSKA RIAU**  
Program Studi : **PENDIDIKAN AGAMA ISLAM**  
Konsentrasi : **PENDIDIKAN BAHASA INGGRIS**  
Jenjang : **S2**  
Alamat : **PEKANBARU**  
Judul Penelitian : **AN ANALYSIS OF STUDENTS ABILITY IN SPEAKING ENGLISH AT SMP NEGERI 1 SIAK HULU IN KAMPAR REGENCY**

Bahwa yang nama tersebut di atas telah melakukan penelitian/pengumpulan data di SMP Negeri 1 Siak Hulu.

Demikianlah surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Kubang Jaya, 3 Mei 2021

Kepala SMP Negeri 1 Siak Hulu



**Dr. JASIR, M. Pd**

NIP. 19680202 199703 1 003

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Nomor : 0678/Un.04/Ps/PP.00.9/2021

Pekanbaru, 16 Maret 2021

: 1 berkas

: Izin Perpanjangan Kegiatan Riset Tesis/Disertasi

Kepada

Yth. Gubernur Riau

Cq. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu

Satu Pintu Riau

Pekanbaru

Dengan hormat, dalam rangka penulisan tesis, maka dimohon kesediaan Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: ALI IMRAN
NIM	: 21790115592
Program Studi	: Pendidikan Agama Islam S2
Semester/Tahun	: VIII (Delapan) / 2021
Judul Tesis/Disertasi	: An Analysis of Students' English Speaking Ability of SMP Negeri 1 Siak Hulu in Kampar Regency.

maka dimohon kesediaan Bapak/Ibu/Saudara untuk memperpanjang izin risetnya di SMP Negeri 1 Siak Hulu Kab. Kampar

Waktu Penelitian: 3 Bulan (20 Maret 2021 s.d 20 Mei 2021)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



Prof. Dr. Afrizal. M, MA

NIP. 19591015 198903 1 001





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Nomor : 691/Ujn.04/Ps/PP.00.9/2021

Pekanbaru, 17 Maret 2021

Lampiran : 1 berkas  
Perihal : Penunjukan Pembimbing I dan  
Pembimbing II Tesis Kandidat Magister

Kepada Yth.

1. Abdul Hadi, S.Pd., MA, PhD (Pembimbing Utama)

2. Dr. Faurina Anastasia, M. Hum (Pembimbing Pendamping)

Pekanbaru

Sesuai dengan musyawarah pimpinan, maka Saudara ditunjuk sebagai Pembimbing Utama dan Pembimbing Pendamping tesis kandidat magister a.n :

Nama	: Ali Imran
NIM	: 21790115592
Program Pendidikan	: Magister/Strata Dua (S2)
Program Studi	: Pendidikan Agama Islam
Semester	: VIII (Delapan)
Judul Tesis	: An Analysis of Students' English Speaking Ability of SMP Negeri 1 Siak Hulu in Kampar Regency Regency

Masa bimbingan berlaku selama 1 tahun sejak tanggal penunjukan ini dan dapat diperpanjang (maks.) untuk 2x6 bulan berikutnya. Adapun materi bimbingan adalah sebagai berikut:

1. Penelitian dan penulisan tesis;  
Penulisan hasil penelitian tesis;  
Perbaikan hasil penelitian setelah Seminar Hasil Penelitian;  
Perbaikan tesis setelah Ujian Tesis; dan  
Meminta ringkasan tesis dalam bentuk makalah yang siap di submit dalam jurnal.

Bersama dengan surat ini dilampirkan blanko bimbingan yang harus diisi dan ditandatangani setiap kali Saudara memberikan bimbingan kepada kandidat yang bersangkutan.

Demikianlah disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam,  
Direktur,



Dr. Faurina M.

NIP. 19591015 198903 1 001

State Islamic University of Sultan Syarif Kasim Riau



PEMERINTAH KABUPATEN KAMPAR  
BADAN KESATUAN BANGSA DAN POLITIK

JALAN TUANKU TAMBUSAI TELP. (0762) 20146

BANGKINANG KOTA

Kode Pos : 28412

**REKOMENDASI**

Nomor : 070/BKBP/2021/288

Tentang

**PELAKSANAAN KEGIATAN RISET/PRA RISET  
DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**

Kepala Badan Kesatuan Bangsa dan Politik Kabupaten Kampar setelah membaca Surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN RISET/39899 tanggal 22 Maret 2021, dengan ini memberi Rekomendasi /Izin Penelitian kepada:

Nama	: ALI IMRAN
NIM	: 21790115592
Universitas	: UNIVERSITAS ISLAM NEGERI SUSKA RIAU
Program Studi	: PENDIDIKAN AGAMA ISLAM
Konsentrasi	: PENDIDIKAN BAHASA INGGRIS
Jenjang	: S2
Alamat	: PEKANBARU
Judul Penelitian	: <b>AN ANALYSIS OF STUDENTS' ENGLISH SPEAKING ABILITY OF SMP NEGERI 1 SIAK HULU IN KAMPAR REGENCY</b>
Lokasi	: SMP NEGERI 1 SIAK HULU KABUPATEN KAMPAR


Dengan ketentuan sebagai berikut :

1. Tidak melakukan Penelitian yang menyimpang dari ketentuan dalam proposal yang telah ditetapkan atau yang tidak ada hubungannya dengan kegiatan riset/pr riset dan pengumpulan data ini.
2. Pelaksanaan kegiatan penelitian/pengumpulan data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dikeluarkan.

Demikian rekomendasi ini diberikan, agar digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan Riset ini dan terima kasih.

Dikeluarkan di Bangkinang  
pada tanggal 29 Maret 2021

an. **KEPALA BADAN KESBANGPOL KAB. KAMPAR**  
Kabid. Ideologi, Wawasan Kebangsaan  
Dan Karakter Bangsa,

  
**ONNITA, SE**  
Penata Tk. I  
NIP. 19661009 198803 2 003

Rekomendasi ini disampaikan Kepada Yth;

1. Kepala Dinas Pendidikan, Kepemudaan dan Olahraga Kabupaten Kampar di Bangkinang.
2. Kepala SMP N 1 Siak Hulu di Pangkalan Baru.





**PEMERINTAH PROVINSI RIAU**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
Gedung Menara Lancang Kuning Lantai I dan II Komp. Kantor Gubernur Riau  
Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 **PEKANBARU**  
Email : dpmptsp@riau.go.id



1.04.02.01

## REKOMENDASI

Nomor : 503/DPMPTSP/NON IZIN-RISET/39899  
T E N T A N G

### PELAKSANAAN KEGIATAN RISET/PRA RISET DAN PENGUMPULAN DATA UNTUK BAHAN TESIS

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Pasca Sarjana UIN SUSKA Riau, Nomor : 0678/Un.04/Ps/PP.00.9/2021 Tanggal 16 Maret 2021**, dengan ini memberikan rekomendasi kepada:

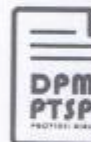
1. Nama	:	ALI IMRAN
2. NIM / KTP	:	21790115592
3. Program Studi	:	PENDIDIKAN AGAMA ISLAM
4. Konsentrasi	:	PENDIDIKAN BAHASA INGGRIS
5. Jenjang	:	S2
6. Judul Penelitian	:	AN ANALYSIS OF STUDENTS' ENGLISH SPEAKING ABILITY OF SMP NEGERI 1 SIAK HULU IN KAMPAR REGENCY
7. Lokasi Penelitian	:	SMP NEGERI 1 SIAK HULU KABUPATEN KAMPAR

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan;
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya

Dibuat di : Pekanbaru  
Pada Tanggal : 22 Maret 2021



Ditandatangani Secara Elektronik Melalui :  
Sistem Informasi Manajemen Pelayanan (SIMPEL)

DINAS PENANAMAN MODAL DAN  
PELAYANAN TERPADU SATU PINTU  
PROVINSI RIAU

#### Tembusan :

Disampaikan Kepada Yth :

1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Bupati Kampar  
Up. Kepala Kantor Kesatuan Bangsa dan Politik di Bangkinang
3. Direktur Pasca Sarjana UIN SUSKA Riau di Pekanbaru
4. Yang Bersangkutan





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State Islamic University of Sultan Syarif Kasim Riau

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UIN SUSKA RIAU

## KARTU KONTROL KONSULTASI

BIMBINGAN TESIS / DISERTASI MAHASISWA

NAMA	: Ali Imran
NIM	: 21790115592
PROGRAM STUDI	: PAI
KONSENTRASI	: PBI
PEMBIMBING I / PROMOTOR	: Abdul Hadi, MA, PhD
PEMBIMBING II / CO PROMOTOR	: Dr. Fauzina Anwar, M.Hum
JUDUL TESIS/DISERTASI	: An Analysis of Students' Ability in Speaking English at SMP Negeri 2 Sukatuba in Kampar Regency.

PROGRAM PASCASARJANA  
UNIVERSITAS ISLAM NEGERI  
SULTAN SYARIF KASIM RIAU

UIN SUSKA RIAU



# KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI \*

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing/ Promotor	Keterangan
1.	2/8/20	Back ground of the Modern, Grammar and chapter 1.		
2.	14/8/20	Acc Chapter 1. Chapter II		
3.	8/9/20	Acc Chapter II Next to Question Research and chapter II.		
4.	18/12/20	Acc chapter III Instrument of the Research ..		
5.	18/04/21	Chapter IV and Acc chapter 4 and 5		
6.	09/5/21	Abstract, APPROVAL of sheet ACC for seminar		

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Catatan :

\*Coret yang tidak perlu

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# KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI \*

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing/ Co Promotor	Keterangan
1.	18/8/20	contract chapter I II dan III		
2.	19/9/20	Acc chapter I dan II. lanjut ke chapter II		
3.	25/9/20	Chapter II dan Instrument of Research.		
4.	5/10	Acc chapter III Perbaiki ke Question Research ..		
5.	20/10	Acc Instrument, dan Question Research.		
6.	24/5/21	Acc chapter 4 dan 5 APPROVAL to seminar.		

State Islamic University of Sultan Syarif Kasim Riau

Catatan :

\*Coret yang tidak perlu

Pekanbaru,

2021

UIN SUSKA RIAU



CURRICULUM VITAE

CV

Full Name : Ali Imran  
Date of Birth of Place/Date : Pangkalan, July 06<sup>st</sup> 1975  
Phone Number : 21790115592  
Gender : Male  
Nationality : Indonesia  
Marital Status : Married  
Address : Perumahan Peputra Raya Tahap V Blok G2 Jalan Paus RT/RW:  
Desa Tanah Merah Kec. Siak Hulu Kab. Kampar  
Post Code : 28452  
Telephone : 0852 7213 0702 + WA Number  
Email : [aliimran75ppksiakhulu@gmail.com](mailto:aliimran75ppksiakhulu@gmail.com)  
: [aliimran21mpd@yahoo.com](mailto:aliimran21mpd@yahoo.com)  
Facebook : Ali Imran Part II  
: ali\_imran.spd  
YouTube : Mister Ali Channel  
Fathers' Name : Ali Munar (Passway)  
Others' Name : Husniar B

EDUCATIONAL BACKGROUND

1982 – 1988 Elementary School 02 Pangkalan (SD Inpres 581 Lubuak Nago)  
1988 – 1992 Junior High School Public 10, Pekanbaru  
1992 – 1995 Senior High Vocational School Muhammadiyah Pekanbaru  
2007 – 2011 S1 : Islamic University of Riau, English Education of Faculty  
2017 – 2021 S2 : State Islamic University Sultan Syarif Kasim Riau

2. Dilarang mengemukakan dan memperbanyak sebagai atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.



WORKING OF EXPERIENCED

HONOR KOMITE

DA NEGERI 024 TANAH MERAH	April 2004 to July 2012
Honor Daerah Kab. Kampar	
MA Negeri Unggul Terpadu Serambi Mekkah Kab. Kampar	July 2021 to August
Honor Daerah Kab. Kampar	
MA Negeri 1 Siak Hulu	September 2015 till Now
SN PPPK	
SMP Negeri 1 Siak Hulu	On January 2021 till

OTHER ABILITY

Can Operate Computer  
Microsoft Office Word, Ecxel, Power Point  
Can Be Host (MC)

Hak cipta Diilang  
1. Diilang me  
a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.  
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